UNIVERSITY OF EDUCATION, WINNEBA

SEMESTER-OUT INDUSTRIAL ATTACHMENT PROGRAMME: FEEDBACK FROM TECHNICAL UNIVERSITY HIGHER NATIONAL DIPLOMA FASHION STUDENTS IN GHANA

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A THESIS IN THE DEPARTMENT OF HOME ECONOMICS EDUCATION, FACULTY OF SCIENCE EDUCATION, SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES, UNIVERSITY OF EDUCATION, WINNEBA, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF PHILOSOPHY (HOME ECONOMICS EDUCATION) DEGREE

MARCH, 2018

DECLARATION

STUDENT'S DECLARATION

I, Damalie Sussie Aku declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and acknowledged, is entirely my own work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE: ……

DATE: ……..……

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.

SUPERVISOR'S NAME: PHYLLIS FORSTER (PROFESSOR)

SIGNATURE: …….

DATE: …….

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Finally, to my wonderful husband and son, Alhajj Muhammad Amin Jibril, Issah Amin Jibril and the entire Damalie family, you all have been phenomenal. May Allah bless you all.

DEDICATION

This work is dedicated to the all Technical Universities in Ghana, particularly those training students in Fashion Design and Technology Education.

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ABSTRACT

The main goal of this study was to seek feedback from Technical University HND Fashion Students in identifying challenging issues with the S-O IA programme and to help confirm and document concerns of fashion students about the S-O I A programme in particular. The study adopted a cross-sectional descriptive survey research design with a mixed method approach and used a semi-structured validated questionnaire for data collection. Purposive, simple random and convenient sampling techniques were used to sample 199 third year HND Fashion Students from five (5) public Technical Universities. Data were analysed using SPSS software version 20 for quantitative data using descriptive statistical tool to generate frequencies and percentages. The findings were presented in tables, a pie chart and a bar graph. Generally, the feedback on the study showed varied levels of dissatisfaction about the preparations the respondents went through prior to embarking on the S-O IA programme as most (7 out of 11) of the key issues raised scored less than 61%. It was therefore recommended that the Technical Universities work together and adopt worthwhile common strategies to ensure adequate school-based preparations. It was suggested that the TUILOs adopt the school-based preparation protocols and processes prescribed in the CBL/T Fashion Design Curriculum (2008-2009) with some modifications. The study also established that morale was low among some of the TUFSs. It was therefore recommended that an Industrial Training Fund (ITF) be set up by stakeholders to take care of the welfare needs of both students and staff, and for effective implementation of the S-O I A programme.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The key development objectives of the Ghana Industrial Policy (GIP) are to expand productive employment in the manufacturing sector, to expand technological capacity in the manufacturing sector, to promote agro-based industrial development and to promote spatial distribution of industries (Adjei, Nyarko & Nunfam, 2014). The catalogued challenges of the industrial sector of Ghana relate to technical skills in specialised areas such as oil and gas and manufacture of capital goods, and Adjei *et al.* (2014) have advised that, adequate skilled manpower and high labour productivity are critical in these key sectors.

Technical Universities (formerly Polytechnics) in Ghana have a mandate under the PNDC law 321 of 1992 to produce quality, career-focused and practical graduates to contribute to economic development and national prosperity (Government of Ghana [GOG], 1992; Damalie, 2009**).** Eight of the existing ten polytechnics have currently been upgraded into Technical Universities (Adu-Gyamerah, 2017). Fundamentally though, the essence of Technical University education has not changed. The institutions are mandated to run career-centred and more practical oriented programmes. The students trained are meant to be employed in various specialised areas (requiring technical skills) of manufacturing in the industry. Hence, Technical Universities continuously emphasise on students embarking on internships to apply learnt theories.

For the purposes of realising the whole essence and objectives of Technical University education in human resource development, and to address the challenges

of industry with regard to highly trained technical personnel, it is imperative for students to acquire both theoretical and practical knowledge and technical skills. Research findings show that this objective can be accomplished through institutional support and collaboration as well as strong polytechnic-industry linkage (Matamande, Nyikahadzoi, Taderera & Mandimika, n.d.; Donkor, Nsoh & Mitchual, 2009; Adjei et al., 2014; Biney-Aidoo, Antiaye & Oppong, 2014).

Fashion Design is one of the career and practical oriented programmes studied under creative or applied arts in Ghanaian Technical Universities at the Higher National Diploma (HND) level. The courses studied include Creative Design and Working Drawing, Pattern Making, Clothing Construction or Manufacture (including Millinery and Accessories), Textile Design and Manufacture, Clothing Management and Technology, Information Communication Technology (ICT), Merchandising, Entrepreneurship, Communication Skills, French, Beauty Culture and African Studies among others (NABPTEX Fashion Design Syllabus[FDS], 2001; Competency Based Learning/Training [CBL/T] Curriculum, 2008-2009).

The programme which commenced with the inception of polytechnic education in Ghana comprises three (3) academic years that is six (6) semesters of sixteen (16) weeks each. It offers specialisation in the third year, that is, in or the last two semesters (NABPTEX FDS, 2001; CBL/T Curriculum, 2008-2009; Kumasi Polytechnic, 2009). Currently, eight Technical Universities are training students in HND Fashion Design. They include Accra, Bolgatanga, Cape Coast, Ho, Kumasi and Sunyani Technical Universities. The remaining are Takoradi and Tamale Technical Universities.

In 2007, the competency-based learning or competency-based training approach in fashion design was adopted by the Accra Technical University with the

support of major stakeholders involved in Technical Vocational Education and Training (TVET) in Ghana; representatives from industry, the departments of Fashion Design and Textiles from various Technical Universities as well as representatives from National Board for Professional Examinations (NABPTEX), National Accreditation Board (NAB) and National Council for Tertiary Education (NCTE) (CBL/T Curriculum, 2008-2009) in the teaching/learning of the programme. The programme was piloted by Accra Technical University (then Polytechnic) in 2008-2009. The Accra Technical University has since been implementing the programme. Whiles some Technical Universities have also shifted to using the CBL/T in Fashion Design (Biney-Aidoo et al., 2014), others are still using the traditional syllabus while yet others say they are using both syllabi (a hybrid of the two) for teaching the Fashion Design programme with emphasis on CBL/T approach to students' industrial attachment (IA).

The CBL/T curriculum (2008-2009) emphasises on creating strong links with the industry and creating rich and challenging learning assignments through which students learn to develop their ability to perform professional tasks. The backbone of the CBL/T programme is an environment in which students learn to function professionally in design production and distribution in line with fashion and textiles (CBL/T Curriculum, 2008-2009). In addition to this, the curriculum gives attention to increasing the students' confrontation with the world of work and the autonomy of the fashion student in his or her learning activities. The ultimate goal of the CBL/T Curriculum is to equip individuals with skills and knowledge to function effectively in the society. In furtherance, students who go through the programme are expected to possess necessary competencies that will be required to operate in the industry. The fashion students trained are awarded Higher National Diploma (HND) in fashion

design and are expected to be self-employable and/ or be employed in various specialised areas (technical skills) of the clothing manufacturing industry in Ghana and beyond.

Industrial attachment (IA) is widely acknowledged as a mainstay to Technical Vocational Education and Training (TVET) in Ghana and beyond. This is because it forms part of an important ingredient for learning in TVET education at the tertiary and higher education institutions of which the Technical University is one. The Technical Universities have incorporated in their training schemes, the element of the Industrial Attachment programme to fulfil the career-oriented practical training. This is to conform with the current thinking that Technical University education should be career-oriented with more emphasis on the practical content of the various courses and for the HND programmes to be made relevant and industry-friendly (Nyarko, 2011) as cited in Takoradi Polytechnic (2014a).

The IA is a well-structured skill training programme designed to expose and prepare staff and students in institutions of higher learning for the industrial work situation (also referred to as the World-of-Work). It forms part of the approved standard academic structure intended for students and trainers to get involved in the world-of-work and the new technological innovations in industry (Takoradi Polytechnic, 2014a). It is meant for staff and students to gain practical, managerial and or hands-on experience that pertain to the area or course of study for which they are undergoing.

Also termed internship or work-based learning, IA is a systematic on the job training for white collar and professional careers. Therefore, students are expected to practice the things they learned in school (Effah, Boampong, Adu, Anokye & Asamoah, 2014). It has increasingly become a significant element of training as

employers continue to demand for fully trained human capital (resource). It is similarly referred to as Workplace Experience Learning (WEL) and explained to mean the involvement of learners in a structured workplace learning during which they are expected to demonstrate their learning of a designated set of skills/competencies related to the programme (COTVET, 2012 cited in Biney-Aidoo et al., 2014). It is similarly described as Student's Work Experience (SIWES), a skill training programme designed to expose and prepare students in institutions of higher learning for industrial work situations they are likely to meet after graduation (Okorie, 2001) cited in Oladiran, Benjamin and Aiyelabowo (2012).

Regardless of how they are termed, attachments are platforms for students to translate theory into practice, and acquire effective work habits which can be a tremendous aid in personal life, as well as in employment (Rice & Tucker, 1986); and this is the whole essence of learning; to apply the learned theories. Current study findings suggest that though students' field of study has link with their attachment activities or experience and these students have signaled that the programme should be continued, they are faced with many challenges (Donkor et al., 2009; Owusu-Acheampong, Asamoah & Azu, 2014).

The Fashion student interns are followed by their lecturers and Technical University Industrial Liaison Office (TUILO) staff during this period to assess them in terms of progress at the work environment. The visit is also to ensure that students are engaged in various aspects of work that are relevant to fashion design.

In the process of the industrial work experience, the skill and knowledge acquisition process is thus monitored and evaluated by the industry-based supervisor and the visiting supervisor from the Technical University. Assessment of students' performance is also conducted on projects and reports submitted to the fashion

department as well as information gathered from industry partners during monitoring and supervision. Students' completion of the mandatory periods for industrial attachment including the semester-out segment forms part of the requirements for graduation. The implementation of the Semester-Out Industrial Attachment (S-O IA) has faced some financial challenges in the past for which it was halted and altered in some cases. Having succeeded in bringing back the S-O IA programme in the last few years in some public polytechnics (now Technical Universities) in Ghana, there was a need to justify the re-introduction by evaluating the programme to see how it had benefitted the fashion student interns so far. Thus far, there has been only a case study of the CBL/T Fashion Design programme in Accra Polytechnic, one of the premier public polytechnics in Ghana, on the opportunities for industrial attachment (semester- out) for Fashion Design and Textile.

1.2 Statement of the Problem

There was no specific documented evidence resulting from a wide all-inclusive empirical study on the challenges and benefits accruing to Technical University Fashion students on the S-O IA programme, and how to avoid situations where the objectives guiding the S-O IA will not be hindered. There was no specific wide all-inclusive empirical study to reveal whether the objectives of the S-O IA programme were being achieved or not, and to indicate whether the students were facing challenges with regard to the programme. These important issues prompted the researcher to seek information from students' perspective on the S-O IA programme which is aimed at increasing the number of opportunities for Fashion Design students to acquire relevant competencies, knowledge, skills, and attitudes so as to justify the investment made by all stakeholders into their development.

1.3 Purpose of the Study

The main goal of this study was to seek feedback from Technical University HND Fashion Students in identifying challenging issues with the S-O IA programme and to help confirm and document concerns of fashion students about the S-O I A programme in particular. It might support the Technical University in Ghana to objectively administer the S-O I A programme more effectively to improve the work-learning programme in general.

1.4 Objectives of the Study

The specific objectives of the study were to:

1. Assess the adequacy of preparations Technical University Fashion students in Ghana had made prior to the semester-out industrial attachment programme.
2. Identify the interpersonal relationship experiences of the Technical University Fashion students during the semester-out industrial attachment programme.
3. Discuss the work experiences of the Technical University Fashion students during the semester-out industrial attachment programme.
4. Evaluate the usefulness of the semester-out industrial attachment programme to the Technical University Fashion students.

1.5 Research Questions

1. Did the preparations Technical University Fashion students make prior to the semester-out industrial attachment programme adequate?
2. What interpersonal relationship experiences did the Technical University Fashion students acquire during the semester-out industrial attachment programme?
3. What work experiences did the Technical University Fashion students acquire during semester-out industrial attachment programme?

4. Was the semester-out industrial attachment programme useful to the Technical University Fashion students?

1.6 Significance of the Study

The study findings would directly benefit Technical University Fashion students and their academic institutions with regard to the improvement of the S-O IA for the Fashion Design programme in particular and the industrial attachment programme in general. It might support the Technical University in identifying challenging issues with the school-based preparations and to objectively administer the S-O I A programme more effectively to improve the work-learning programme in general. The study findings might as well help confirm concerns of fashion students about the S-O I A programme in particular. The study findings might facilitate the inclusion of students' opinion on changes they would like to see in the S-O I A programme so as to address their concerns and improve effectiveness of the programme.

Second, the findings would fill in the knowledge gap in understanding the concerns of Technical University Fashion students regarding S-O IA and add to existing knowledge on quality education delivery in public Technical Universities in Ghana.

1.7 Delimitation of the Study

The study is limited to all public Technical Universities (then public Polytechnics) in Ghana which have run the Fashion Design programme for five years or more using either Traditional or Competency Based Learning/Training (CBL/T) curriculum; all third year students who have been beneficiaries of the S-O IA segment were included in the study.

1.8 Organisation of the Study

The study is modeled around five main chapters. Chapter One is the introduction and it accordingly covers the background to the study, the statement of the problem; the purpose and objectives of the study; research questions; significance of the study; limitations; delimitations and the general layout of the report.

Chapter two covers review of related literature and the research methodology is organised under chapter three. The fourth chapter consists of the results and discussions of the study, while chapter five presents summary of the findings, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The review of related literature aimed at considering main relevant published works linked to the purpose and rationale of the thesis under study. The review was guided by the research objectives and took the form of a critical discussion, showing insight and awareness of differing theories, approaches and arguments regarding industrial attachment as an integral part of Technical University (tertiary) education, particularly Fashion Design education. The review was done under the following headings: theoretical perspectives, conceptual frame work, preparations Technical University Fashion students make prior to the S-O IA programme, interpersonal-related experiences and work-related experiences Technical University students acquire during the S-O IA programme and the usefulness of the S-O IA programme to the Technical University Fashion students.

2.2 Theoretical Perspectives

2.2. 1 Human Capital Theory

An educated and trained population is a productive population. Accordingly, Adjei et al. (2014) asserted that the theory of human capital operates on the assumption that formal education is highly instrumental and necessary in improving the production capacity of a population. The theory accentuates on how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability which is a product of innate abilities and investment in human beings.

Investment in education, training and health of a country is therefore seen as a means that could increase its human capital resource base and potential productivity. Human capital is the knowledge, skills and competencies, and other attributes embodied in the individuals that are relevant to economic activity (Organisation for Economic Co-operation & Development [OECD], 1998; Adjei et al., 2014).

Adjei et al. (2014) described human capital development (HCD) as the process of facilitating improvement in the quality of technical knowledge, productive and innovative skills, competencies, values, attitudes and abilities of people necessary for the world of work. HCD is therefore a process of capacity building and strategic mobilisation of human capital which unlocks the door of modernisation, increases productivity and greater global trade as well as integrates them with the world economies.

HCD is the process of improving on the embodied and disembodied knowledge, comprising education, information, health, entrepreneurship, and productive and innovative skills that is formed through investments in schooling, job training, and health, as well as through research and development projects and informal knowledge transfers (OECD, 1998; OECD, 2001; Ehrlich & Murphy, 2007 as cited in Adjei et al., 2014). They therefore asserted that relative to Technical University education, human capital development connotes improvement in the technical knowledge, productive capacities and innovative skills, values, attitudes, competencies and abilities of students required for the world of work.

The Polytechnic (now Technical University) is compelled by the Polytechnic Act, 2007, Act 754 to develop middle-level manpower. These human capitals are subsequently going to be relied upon for the socio-economic growth and development in Ghana. The Polytechnic Law of 1992, PNDC Law 321 provided Polytechnics (now

Technical University) with autonomy and mandate to provide tertiary education through full time courses. These included courses in the field of manufacturing, commerce, science, technology, applied social science, applied arts and such other areas as may be determined by the authority for the time being responsible for higher education. The institutions are also mandated to encourage studies in technical subjects at tertiary level; and to provide opportunity for development, research and publication of research findings (Kwami, 2001; Adjei et al., 2014). Kwami (2001) accordingly described Technical University as technological institutions with the responsibility of contributing actively to national development by providing career-focused education and skills training to the highest level possible, and providing opportunities for applied research in close collaboration with business and industry.

2.2.2 Experiential Learning Theory

Proponents of experiential learning have tended to use the term in two contrasting senses (Brookfield, 1983). It is, on one hand, used to describe the sort of learning undertaken by students who are given a chance to acquire and apply knowledge, skills and feelings in an immediate and relevant setting. Experimental learning of the second type is "education that occurs as a direct participation in the events of life" (Houle, 1980; Henderson, Napan & Monteiro, 2004; Adjei et al., 2014). This type, Adjei et al. (2014) argued is learning not sponsored by some formal educational institution but by the primary beneficiaries themselves.

Experiential learning in the first context is about learning from the primary experience, that is, learning through sense (i. e. doing) experience and which tends to exclude the idea of secondary experience (Jarvis, 1995). In furtherance, Jarvis (1987; 1995) explained experiential learning by recognising a number of responses to the

potential learning situation through the route to experiential learning. These include: non learning, non-reflective and reflective learning.

The path of non-learning consists of presumption, non-consideration and rejection. The route of non-reflective learning consists of pre-conscious, practice and memorisation while the trajectory of reflective learning consists of contemplation, reflective practice and experiential learning.

This model has however been criticised based on different cultural experience. Tennant (1997) argued for the need to take account of differences in cognitive and communication styles. He noted that the model is too simplistic and has no capacity to measure the degree of integration of learning style. This notwithstanding, the model of Jarvis (1987; 1995) has been credited as providing an excellent framework for planning, teaching and learning activities. It can also be employed as a guide to students in acquiring knowledge and skills by observing practical and expert performance in industry (Tennant, 1997) and practicing such to acquire competence.

2.3 Conceptual Framework

In this study, the proposed conceptual framework is one that integrates concepts from the fields of human capital development and experiential learning. It thus puts the study into perspective. It defines the variables measured with regard to the Technical University's S-O IA programme as a means of human capital development. The framework (Figure 1) is premised on the path of experiential learning proposed by Jarvis (1987; 1995) cited in Adjei et al. (2014), and is modeled along that of Adjei et al. (2014). Jarvis (1987; 1995) highlighted a number of responses to the potential learning situation. Using Kolb's model with a number of different adult groups, Jarvis (1987; 1995) cited in Adjei et al. (2014) developed a

model, which allowed different routes of learning: non-learning, non-reflective and reflective learning. Jarvis (1987; 1995) highlighted a number of responses to the potential learning situation.

In like manner, Jarvis' (1987; 1995) model of experiential learning was be adapted to explain the possible routes of human capital development by Fashion students on industrial attachment in Ghanaian Technical Universities due to its significance. Though the model of Jarvis (1987; 1995) lacked clarity in the sequencing of learning routes and falls into a trap of stage thinking as many things may be happening at once, it helped to clarify different routes by which Fashion student interns put theory into practice through the S-O IA programme, in order to enhance their skills, competences and abilities required for the world of work. Adjei et al. (2014) emphasised that industrial attachment as a formal work experience (hands-on-learning) programme forms a vital component of the Technical University curriculum. It is also directly related to the major and career objectives of the Fashion student.

Considering Technical University education, the curriculum provides for some practical lessons during the academic year. Meanwhile, the Technical University Fashion student (TUFS) has little or no experience with regard to what actually pertains in the work environment (Adjei, 2013). The Fashion student in this regard is, therefore, motivated by both the theory and practical lessons on campus to have a feel at first hand industrial practical experience, in the fashion industry during the end of first year of study (long vacation of about three months).

The conceptual framework for industrial attachment and human capital development in Ghanaian Technical University as presented in Figure 1, (Adjei et al., 2014) has been adapted for this study. It involves an examination of the activities of

preparation the Fashion student intern goes through in school prior to the S-O IA programme, and the activities they go through industry in the S-O IA programme in general as a basis for human capital development. Thus, the framework looks at the contributory role of both theoretical and practical learning in the overall human capital development of the Fashion student through Technical University education. It shows the trajectory to human capital development through S-O industrial attachment. Thus, industrial work experience, following a prior theoretical learning in the classroom, reinforces classroom learning and produces skilled and knowledgeable students with productive and employable skills required for the world of work as indicated by the human capital theory (Jarvis, 1987; 1995; Adjei, 2013).

Ayarkwa, Adinyira, and Osei-Asibey (2012) stressed that internship basically exposes students to real work environment and helps apply theory to practice. The first and second year Fashion students in the Technical University begin the process of skills and knowledge acquisition during the course work in the classroom. At this stage the Fashion students are inducted to theoretical fields of Fashion and other general courses related to the Fashion career. Much of the training at this stage goes with relatively very little practical work in the form of tasks since the student is pre-occupied with classroom work and preparation for written assignments and end-of-semester examinations. The training at this point correspondingly involves industrial visits or field trips which according to Adjei et al. (2014) are rarely carried out due to financial constraints by the way.

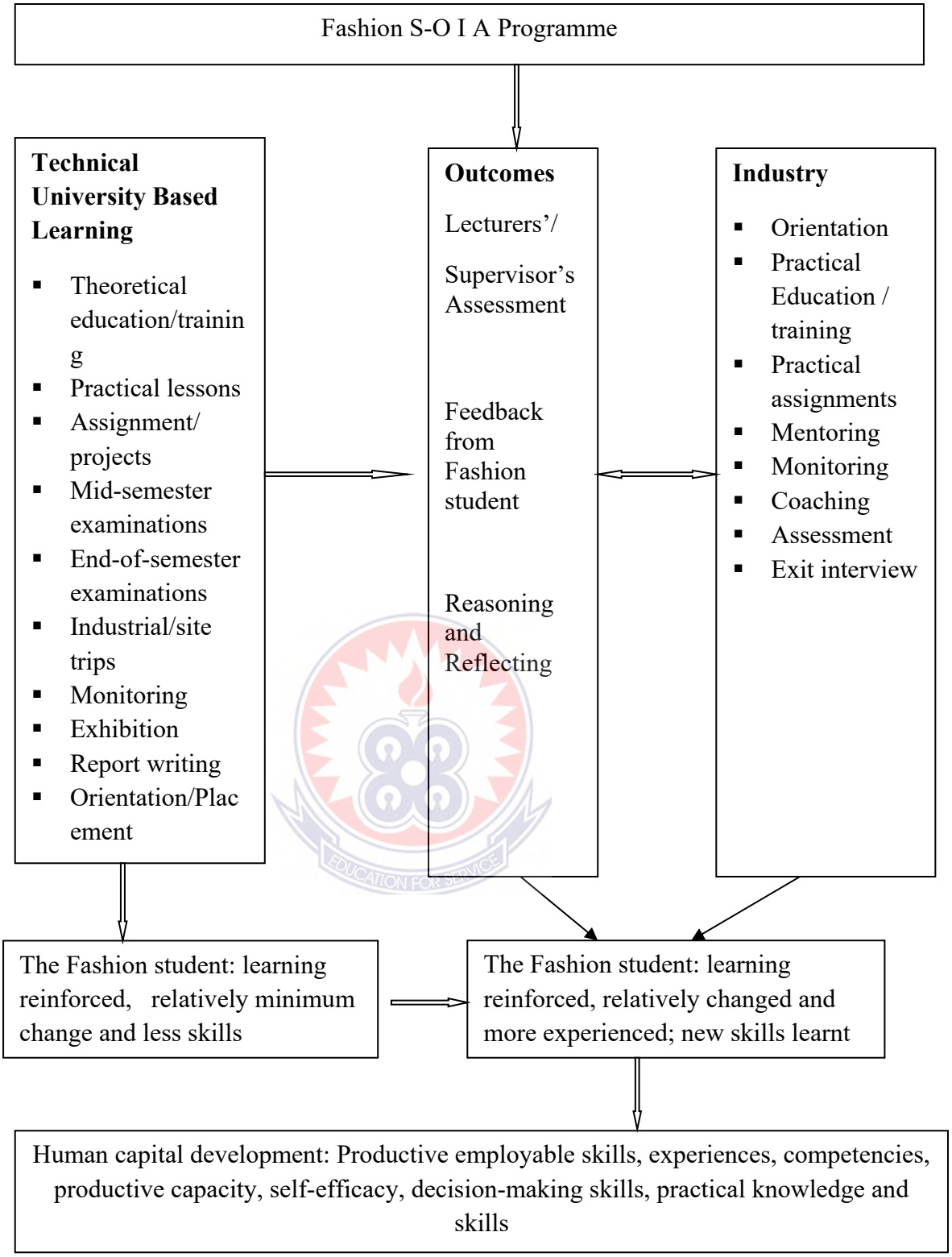

Figure 1: A Conceptual Framework for Industrial Attachment

Source: Adapted from Adjei (2013)

The training likewise includes research activities and report writing. This is complemented by practice assignments, whereby students are given opportunity to put

theory into practice in the practice rooms or production units on campus (Adjei, 2013). It is significant to note that the tools and equipment available for students' use in the schools do not also measure to what is available in industry in capacity, quantity and standard (Adjei et al., 2014). The characteristics of the student play a significant role in the practical learning process in this regard. This is the way pragmatic knowledge can be acquired (Jarvis, 1995) as illustrated in Figure 1.

The outcome of these activities in the Technical University is the development of human capital (productive skills and employability) as the TUFS would have gone through some reinforced learning but relatively unchanged and less experienced (Jarvis, 1995). This is the stage where abstract learning is reinforced or stimulated in terms of what pertains in the world of work. The effect of practice is strengthened with reinforcement, such as receiving pleasurable consequence (Raj, Nelson & Rao, 2006). At this stage in Technical University education practical insight in terms of the subject matter is obtained and reinforced (Adjei et al., 2014).

Activities at the industry, on the other hand, lead to the acquisition of industrial work experience, attitude, and competencies resulting in human capital development. At this stage, the Fashion student intern is guided to have a real practical experience of what he/she learned in the classroom on campus. The Fashion student enters the industry for attachment with only an imagined picture of what his/her chosen field of study i.e. Fashion, actually entails. However, this imagined picture provides the Fashion student intern with the necessary preparatory grounds for the real work experience. Beside the classroom knowledge, the Fashion student is given some orientation by the industrial liaison office, in terms of conduct during the attachment. This industrial work experience involves personal observation by the Fashion student; instructions and assignments from field or industry-based

supervisors; hands-on-learning; periods of question and answer; coaching; mentoring; monitoring and evaluation. This period, therefore, involves a purposive or objective interaction between the Fashion student intern and his/her social and physical environment of the work place under the supervision of the industry-based supervisor (Figure 1).

The experiences of the Fashion student are largely based on the activities of the Technical University and industry, which result in the creation of awareness of self and environment. This is the stage where the Fashion student intern after each day or work session contemplates or reflects a great deal. The Fashion student intern considers the situation he/she has gone through and makes an intellectual decision about it. Self-appraisal here will lead the Fashion student intern to a deeper self and environmental awareness. Evaluation of the Fashion student intern is critical for his/her educational development. It is also a valuable tool for the student's professional improvement (Ronezkowski, La Follette & Bellingar, 2004). Technical evaluation here is different for each fashion student intern because of differences in learning and site objectives and in the type of work or service offered (Ho Polytechnic, 2012). For grading purposes, the student's academic work, field work, site and visiting supervisors' evaluation, work ethics, accomplishments, successes and final reports are all considered (Figure 1). Moreover, in the process of the industrial work experience, the skill and knowledge acquisition process is periodically monitored and evaluated by both the industry-based supervisor and the visiting supervisor from the Technical University. The results of the evaluation are supposed to be discussed first between the supervisors (industry-based and visiting) and then the Fashion student intern is brought in, where corrective measures are carried out in terms of performance for the purpose of successful and effective practical training (Adjei, 2013).

Knowledge of results and feedback provides objective information regarding the adequacy of one's performance. In the process of practical industrial attachment, feedback usually spells out the success or otherwise of the Fashion student's ability to acquire the related skill or experience of the workplace. Feedback, in this regard, is based on assessment of reports by both industry-based and visiting lecturers, and also from the written reports (including the log book) and project work presented by the Fashion student intern after the completion of the attachment. Additionally, knowledge of both self and environment, realities on the ground and continual feedback are meaningful indications that will help the fashion student intern to make an informed decision as to whether he/she has attained competency in his/her career choice. This is close to what Schon (1983), and Frampton and Lenon (2009) described as reflection on and in action in (Adjei et al. (2014).

For all intents and purposes, Fashion student interns who vigorously undertake both activities have learning reinforced, changed and become more experienced. Thus, having gone through theory and practice, the TUFS is now expected to be confident, well equipped and practically oriented to enter the world of work and perform as expected with little or no orientation. In other words, after the first and second years' classroom work, the TUFS is expected to have changed and become more experienced and prepared in terms of the requisite skills and knowledge required by the world of work as indicated by the human capital theory. It also helps the Fashion student to carry out a personal assessment in terms of person-environment fit or consistency with regard to their chosen careers in fashion as emphasised by the career management theory. These experiences in the field are expected to further enhance the collection created and produced in the sixth semester which is shown to the general public during exhibitions and fashion shows. Thus, the achievements of

the Technical University Fashion intern buttress Adjei's (2013) point that productive skills, employable skills, experiences, competences, productive capacity, self-efficacy; decision-making skills, practical knowledge and skills are the anticipated outcomes of the industrial attachment programme based on experiential learning.

2.4 Preparations Technical University Fashion Students in Ghana make prior to the S-O IA Programme

The main aim of the S-O I A is for TUFS to have more opportunities to be able to put into practice theories that would have been learnt (Matamande et al., n.d.) during the first three semesters (one and half years) of study. It serves as a perfect transition from the classroom to the world of work by developing students' job related skills, and enhancing job placement opportunities, as well as developing the problem solving, communication and human relations skills of students (Ayarkwa et al., 2012; Adjei, 2013).

Preparations here refer to the various processes put in place by the Technical Universities to get the TU Fashion student ready for the S-O IA. The processes include the establishment of the Technical University Industrial Attachment Liaison Office (TUILO), and assignment of roles of the Industrial Liaison Office. The school-based activities including orientation for Technical University Fashion students (TUFSs) are the organised and TUILOs is made accessible to the TUFSs. Sourcing for placement and placement for TUFSs is organised under the supervision of the TUILOs. Timing and duration of the S-O IA and school-based supervision/ visitation are scheduled by the TUILOs as part of the preparation activities.

2.4.1 Establishment of Technical University Industrial Attachment Liaison Office (TUILO)

The TUILO have been established and charged with the responsibility to co-ordinate industrial training programme for students of the Technical Universities to enable them gain practical work experience in the relevant industries (CBL/T, 2008-2009; Ho Polytechnic, 2012; Takoradi Polytechnic, 2014a; Effah et al., 2014).

2.4.2 Role of the Industrial Liaison Office

The Takoradi Technical University IA policy document (Takoradi Polytechnic, 2014a) for instance gives an insight of some of the basic highlights of the role of the TUILO. The TUILO organise training workshops for lecturers on the conduct of the IA supervision exercise; organise kick-off meetings to educate students prior to the start of the IA programme; arrange placement for students for the industrial attachment programme; visit organisations before the IA exercise commences and in-between the IA to check on students participation; discuss with industry-based officers matters relating to the training programme; survey any new training places for industrial training and educational visits; arrange and supervise industrial and educational for students and staff among others.

An effective Technical University ILO is expected to operate within almost all the roles identified above with experienced staff and to hold the sole responsibility with the collaboration of all staff, departmental coordinators & lecturers of organising all formal students' industrial attachment related activities. Donkor et al. (2009) affirmed the position of the CBL/T (2008-2009) and Biney-Aidoo et al. (2014) that there should be a member of staff of the department (Industrial Attachment Coordinator) responsible for pre-attachment orientation of students, record keeping, general communication, and contact with students and host organisation. To achieve a

successful, meaningful and fulfilling work-based learning (WBL) experiences for students the centralised work placement unit must also have clear guidelines and experienced staff (CBL/T Curriculum, 2008-2009; Garavan & Murphy, 2001; Collin & Tynjalla, 2003) as cited in Karunaratne and Perera (2015). It is therefore prudent to examine the key school-based preparation processes fashion students are taken through prior to the S-O I A programme to ascertain their adequacy or inadequacy, as these activities are critical to successful S-O IA programme.

First of all, the TUILOs are expected to create useful linkage with industry (Adjei et al., 2014; Effah et al., 2014) through which they fulfil their mandate. For instance, an industrial analysis survey was conducted in January, 2007 as part of the preparation for CBL/T implementation. The study identified at the time a total of 57 companies in Accra, Tema and Kumasi who were willing to accept Fashion students for Out-house IA (S-O IA) though only a handful responded when it mattered most (Biney-Aidoo et al., 2014).

Secondly, within their mandate, the TUILOs assume the responsibility to ensure flawless relationship between industry and the institution (Matamande et al., n.d.). They do this by corresponding with industry on behalf of the Technical University staff and students. For instance, correspondence sighted indicates that in Ho and Takoradi Technical Universities, the ILOs are expected to facilitate the process by issuing introduction letters to TUFSs who embark on S-O IA (Takoradi Polytechnic, 2014a; Ho Polytechnic, 2016). Whiles the Ho Technical University liaison office issues only manual application forms of students to the host organisations, the Takoradi TUILO has taken the process a notch higher by directing students embarking on internship to access industrial attachment letters on-line on the institution's website (Takoradi Polytechnic, 2014a) with which they source for

placement in organisations (Takoradi Polytechnic, 2014a; Ho Polytechnic, 2015).The TUILOs are similarly expected to receive the completed application forms from the students prior to the S-O IA, and receive feedback from assessment of student interns by supervisors in the form of reports and assignments from host organisations.

2.4.3 School-Based Preparation Activities

The coordinated activities of the TUILOs also include all school-based pre-placement preparation activities to prepare students for the S-O IA programme so as to link up students to industry and industrial players and facilitate placements of the students in various companies for the purposes of the students' industrial experiences. These preparations provide credible means for softening the reality shock of transitioning from the world of academics to the working world (Garavan & Murphy, 2001; Collin & Tynjalla, 2003) as cited in Karunaratne and Perera (2015).

The curricula of the Fashion Design programme as pursued in the Technical University are expected to avail the student with links to industry and industrial players. Students could establish contacts with industry through their lecturers, the vacation industrial attachment (traditional curriculum), industry players as guest lecturers, external examiners of students' fashion shows, invited guests at students' annual exhibitions, open-day celebrations, fieldtrips and/or the media through co-curricular activities students and the technical university engage in from time to time in the course of study. Through these plausible ways, TUFSs could establish links with industry so as to be informed of their operations as they relate to the Fashion Design and business, and create links.

Elsewhere, IA preparation is began a semester ahead of the actual period (Biney-Aidoo et al., 2014). As part of the preparatory activities for students, the

TUILOs and their collaborators are expected to organise educational visits for the TUFSs to get them acquainted with industry and to create useful contacts for later use. Where these field trips are rarely carried out, Adjei et al. (2014) argued that it is due to financial constraints. The qualities of the TUILOs' / students' choice of placements in the face of limited placement openings still remain critical as it informs the quality of experiences acquired by students, hence, the need for adequate preparation in this regard.

Whereas the Traditional Fashion Design Syllabus (NABPTEX, 2001) is silent on what to do to achieve the desired objectives regarding the educational visits by students, the CBL/T syllabus (2008-2009) makes a conscious effort of teaching an industry related one (1) credit course in the semester preceding the S-O IA. The taught course is to help the fashion students to acquire the necessary insight into the job profiles and the required competencies in the fashion industry. The course is also meant to help the students assess their strength and weaknesses in deciding on their area of specialisation in the fashion business.

2.4.4 Orientation for Technical University Fashion Students (TUFSs)

The TUILOs are as well expected to provide comprehensive guidelines of the IA to all fashion students, school-based supervisors and the industry including the industry-based supervisors through orientation (Ho Polytechnic, 2012; Takoradi Polytechnic, 2014a). The documents cited inform students on the essence of the I A in general, and makes reference to other documents such as an introduction letter and log book. A handbook is also provided to each student before embarking on the exercise. Students are also given general advice on their attitude during the S-O IA programme. The TUILOs provide criteria for placement selection and assessment procedures for student interns, and inform students on placement opportunities. All prospective

fashion interns (third year students) are expected to partake in the orientation as they are provided detailed information on the programme including rules and regulations governing the exercise.

2.4.5 Accessibility of the Technical University Industrial Attachment Offices (TUILOs)

Correspondence sighted again indicates that the TUILOs also provide assistance to the student interns by being accessible to them and their respective host organisations (Ho Polytechnic, 2016). The TUILOs are expected to facilitate the process by following up and receiving feedback from host organisations and feedback from the students (Adjei et al., 2014; Takoradi Polytechnic, 2014a; Biney-Aidoo et al., 2014; Ho Polytechnic, 2016).

2.4.6 Sourcing and Placement for Technical University Fashion Students (TUFSs)

Both the traditional as well as the CBL/T curricula task their respective TUILOs to source and arrange for placements for the students to do their attachment exercise. The Takoradi Technical University liaison office reports that due to the challenges that duty posed in the past, it has directed that the first option of sourcing is offered to the students to look for placement closest to their places of abode during the holiday period (Takoradi Polytechnic, 2014 a).

The CBL/T curriculum however emphasises on the student with the support of the TUILO, searching for a placement that is most relevant for their personal and professional growth. The Accra and Kumasi Technical University Fashion coordinator's offices had generated a database of companies in the cities of Accra, Tema and Kumasi willing to accept their Fashion students on the S-O IA. There are

reportedly 53 IA companies currently collaborating with the Accra Technical University Fashion department (Biney-Aidoo et al., 2014), and 17 partners in the case of Kumasi Technical University, the Fashion department (Kumasi Polytechnic, 2013).

The difficulty of the researcher is with Takoradi Technical University ILO's emphasis on the students' convenience in the choice of placement; where they shall not be inconvenienced, rather than on a combination of their specialisations (training interest and needs), area of residence (proximity), knowledge, skills, values and attitudes. Though evidence on the ground indicate that the majority of students preferred proximity of residence to training interest (Biney-Aidoo et al., 2014), in searching for a placement, should students not be encouraged at all times to choose host organisations that are most relevant for their personal and professional growth of the students and for their specialisation in the third year as upheld in Biney-Aidoo et al. (2014). Given that TUFSs found difficulty in securing industrial placement (Owusu-Acheampong et al., 2014), is the practice of students finding their own placements the best approach?

2.4.7 Timing and Duration of the Semester-Out Industrial Attachment (S-O IA)

Internship duration vary from institution to institution. Internships may last four (4) weeks or as long as 12 to 14 months (Busby, Brunt & Baber, 1997; Grubb & Villenueve (1995) cited in Donkor et al. (2009). It can be domestic or internationally based (Takoradi Polytechnic, 2014a). The issue of timing and duration of the S-O IA under the pre-placement stage are closely linked with the training needs of the student interns and are predetermined in both the Traditional and CBL/T Fashion programme.

Though most Technical Universities have slightly different academic calendars, it does appear that most TUFSs embark on the S-O IA within the months of March to August for Accra Technical University, some starting a bit earlier than others (Biney-Aidoo et al., 2014). For instance, the mandatory duration is fourteen (14) weeks for all students who embark on the HND Fashion Design programme in Takoradi Technical University (Takoradi Polytechnic, 2014b), but this duration appears not only to be inconsistent with the duration cited in the institution's policy document on IAs (Takoradi Polytechnic, 2014a, p. 11), it is even below the suggested period of 16 weeks as practised by other institutions of higher learning.

In Cape Coast Technical University, the practice is also different. The S-O IA is supposed to be a long period of industrial attachment in semester 4 (Cape Coast Polytechnic Fashion Syllabus, 2007/2008). Contrary to the understanding of the S-O IA implementation in the syllabus, the students remain in school even as they pursue the S-O IA programme in the community on a once-a-working day basis. Grubb and Villenueve (1995) cited in Donkor et al., (2009) asserted that industrial attachment programmes should last at least 16 weeks. There have also been those who have advocated for a full year practical training for Technical University students in Ghana to enable them attain mastery in their skills and also be exposed to a wide array of equipment available in the industry (Modey, 2013 as cited in Biney-Aidoo et al., 2014). Elsewhere, Kuranaratne and Perera (2015) also upheld the suggestion of Textile students of the University of Moratuwa (UoM) to an extension of the six months duration of the internship programme to twelve months.

Under the CBL/T, the attachment duration of 16 weeks was implemented in the first three years of the programme (i. e. 2009, 2010 & 2011), but thereafter increased to 26 weeks (approximately 6 months) upon request from industry (Biney-

Aidoo et al., 2014). They further reported that the extended period further made it possible for students who had earlier indicated clearly that their learning goals implied that the attachment is done at more than one place to achieve those learning goals.

2.4.8 School-Based Supervision/ Visitation

Among the clearly stated roles of the TUILOs are that they visit the organisations before the IA exercise commences and to check on students' participation in-between the IA. They are also expected to supervise the conduct of lecturers on the supervision exercise and report on the conduct of the whole IA programme (Takoradi Polytechnic, 2014b). Industrial visits from the institutions to all student interns at their various places of attachment means of assessing students in industry and are therefore crucial to the success of the IA exercise. Under the CBL/T Fashion Curriculum (2008-2009), it constitutes ten percent (10%) of final assessment whereas under the Traditional Fashion Syllabus, it constitutes fifteen (15) credit hours (Takoradi polytechnic, 2014a).

Whereas duration and the number of times the supervision exercise takes place is to be determined by the TUILOs in collaboration with the departments, where need be in the case of Takoradi Technical University ILO (Takoradi Polytechnic, 2014a), the CBL/T Fashion curriculum proposed three visitation sessions.

> "The visits are for the purpose of ensuring that students are engaged in various aspects of work that are relevant to their occupational areas. Thus, the visits could minimize the chance that students are taken advantage of and used as cheap labour. Additionally, the visits offer lecturers (school-based supervisors) the opportunity to monitor students' progress and to meet with students and workplace staff, especially supervisors, to discuss any problems of concern to any of the stakeholders. Apart from the foregoing, the visits are beneficial in respect of building university-industry relationship, developing research

opportunities, and keeping lecturers up-to-date with current industry activities" (Donkor et al., 2009, p.41 & 42).

They further argue that during this same period of the S-O IA the Technical Universities are in session, and lecturers are assigned with heavily teaching duties. This notwithstanding, the Fashion lecturers in collaboration with the TUILOs are still tasked with supervision of the programme, and are expected to visit every student on the programme in every part of the country. Meanwhile Biney-Aidoo et al. (2014) lamented that students are visited only once throughout the IA period, instead of the proposed three times under the CBL/T curriculum. It is however interesting to note that students, lecturers and workplace respondents in their recent study differed in their ratings regarding the need for the visits by lecturers. While the workplace supervisors felt that the visits were necessary, the lecturers and students felt otherwise (Donkor et al., 2009).

2.4.9 Adequacy of the School-Based Preparations

Adequacy of the school-based preparations refers to the satisfactoriness of the protocols established by the Technical Universities, the guidance given by the TUILOs before finding a training placement and the implementation of the procedures put in place. It is generally accepted that students should be well guided for the internship programme so that they can understand the Technical University's expectations and the expectations of the industry training provider as well as the intern's expectations (Karunaratne & Perera, 2015). They accordingly were of the opinion that internship programmes minimise the expectation gap among all the stakeholders mentioned and strengthen the industrial relationship and students' confidence.

Similarly in a study conducted in the College of Technology, University of Education, student beneficiaries of such a supervised, credit earning internship programme agreed that lack of industrial liaison officer (ILO) was adversely affecting the programme (Donkor et al., 2009). The researchers in that study therefore suggested their department employ a full-time ILO to oversee such IA programmes. It is therefore helpful that the Technical Universities have as a norm established TUILO units which have experienced staff with the sole mandate of liaising between the institutions and industry, and organising staff and students' internships and other related matters.

It is also expedient that the TUILOs as mentioned in the correspondences perused, have absolute control of the established pre-placement processes and clear guidelines for facilitating the process (Ho Polytechnic, 2012; Takoradi Polytechnic, 2014a; CBL/T, 2008- 2009). It is equally appropriate that institutions of higher learning have adopted the practice of appointing departmental representatives also referred to as IA coordinators (lecturers) who coordinate the activities of the ILOs in the Fashion departments.

Secondly, it is refreshing to note that in this day of technological advancement, the students of Takoradi Technical University are directed per the policy document to access industrial attachment letters on-line on the institution's website (Takoradi Polytechnic, 2014a) with which they should source for placement in organisations. However available literature shows in other cases, the students are expected to acquire an introductory letter manually (Ho Polytechnic, 2012; Biney-Aidoo et al., 2014). The on-line directive if followed through in practice will make the process a bit flexible for students who may not need to report on campus before beginning the process for application.The readings of Takoradi Technical University's

policy document (Takoradi Polytechnic, 2014a) and students' handbook (2014b) do not however suggest how students should communicate their intention with industry.

It is reported that since 2008, a new application method for industrial training, which is known as SMPLAI, has been introduced to the civil engineering students in University Kebangsaan, Malaysia. By using the SMPLAI method via online system, students can minimise their time and cost for the placement process (Osman, Omar, Kofli, Mat, Darus & Rahman, 2008). Though some of the students reportedly sent their application letter, email or phoned directly to the companies, which were not listed in the SMPLAI, the traditional manual methods are still used by students albeit at a minimal rate. Osman et al. (2008) described as significant that 80% of the students successfully obtained their industrial training placement through SMPLAI process and only 20% managed to get their placement using the other methods.The Technical Universities in Ghana must use much faster, effective, and efficient innovative methods, most probably the e-methods.

Thirdly, it appears from the preparation given to the CBL/T group of Fashion students are given the opportunity to make decisions on choice of industry of engagement based on thorough but regulated research and conscious career-relatedness. Same may not however be guaranteed for the group using the Traditional curriculum in that regard so that the TUFSs could make decisions on choice of industry based on self-informed knowledge, and establish contact most likely after deeper consideration using effectively the opportunities that the vacation industrial attachment (V I A) and fieldtrips offer them. It should also be a source of concern that the Technical Universities rarely carried out such educational visits due to financial constraints (Adjei et al., 2014).

Fourthly, it is acceptable that the TUILOs provide comprehensive guidelines of the S-O IA to all Fashion students, school-based supervisors and the industry-based supervisors through orientation and other formal communication respectively. The provision of criteria for the efficient placement selection and assessment procedures for student interns seems equally appropriate.

Fifthly, the approach under the CBT curriculum where a one-credit course is dedicated to awareness and capacity building of the TUFSs on their strength and weaknesses in deciding on their area of specialisation in the Fashion business seems appropriate and valuable. The information thereof may become significant in which industry to choose for the internship. Educational institutions could however consider the assertion of Dreyfuss (1990) and Lozadea (1999) as cited in Donkor et al. (2009) that for industrial attachment programme to be effective such that companies are always prepared to take on students for practical work, educational institutions must enter into partnerships with relevant organisations or companies. This study upholds the practice of Technical University-Industry collaborations (Biney-Aidoo et al., 2014; Kumasi Polytechnic, 2013) so students can go to such organisations and companies to do their industrial attachment instead of moving round from company to company in search of placement thereby wasting precious time in that regard.

Sixthly, one would think that for an exercise which seeks to impart relevant skills, and is related to the personal and professional growth of the fashion students and for their specialisation in the third year, emphasis should be on a combination of factors; i. e. their specialisations (training interest), area of residence (proximity or convenience), knowledge, skills, values and attitudes rather than emphasising mainly on the convenience of students. The point must also be made that even if the students

have to find their own placements convenient to them, it must be of acceptable standards (Donkor et al., 2009).

In their study of Science and Technology Cooperative Education programme at Waikato University in New Zealand, Coll and Chapman (2000) as cited in Donkor et al. (2009), indicated that placement support emerged as the greatest area of dissatisfaction among stakeholders. In the study of Donkor et al. (2009), students similarly complained about spending a lot of money in travelling from their homes to the workplace, an issue of inconvenience apparently. It is therefore obvious that in the case of the Takoradi Technical University ILO, the decision was meant to relieve students of the financial implications of trekking long distances from their residences to the industry and vice versa. The impact of these decisions on the whole exercise remains to be seen, particularly when placement of students for industrial work experience is problematic in Ghana than elsewhere as employers appear reluctant to take on students (Afonja, Sraku-Lartey & Oni, 2005). This is further demonstrated in Donkor et al. (2009), when the respondents disagreed with the practice whereby students find their own placements.

On the issue of timing, it appears adjustment cannot be made about the timing given the schedule of the whole 3-year (six semesters) HND Fashion Design programme. Though it is obvious the period of one year proposed could have been useful to the interns, it might not be feasible within the 3-year HND Fashion Design programme given the structure of the programme currently.

The duration of the S-O IA as it is being implemented currently, especially under the Traditional Fashion Design Curriculum can however be given a second look (Biney-Aidoo et al., 2014). The second vacation industrial attachment (VIA) period

remains an opportunity for the extension of the programme for a more lasting, adequate and perhaps more effective experience for the TUFSs.

Finally, regarding visitation to students on IA, it is understandable if the school-based supervisors (lecturers) complain due to their difficulties in balancing their assigned heavily teaching duties with supervision (Donkor et al., 2009) and/or due to low honorariums as a result of lack of funding in that direction (Biney-Aidoo et al., 2014). This study agrees with Donkor et al. (2009) that it is students who from all indications stand to benefit from the official visits made by the school-based supervisors. It is however worrisome to learn that lecturers and students did not find visits of lecturers necessary (Donkor et al., 2009). The present study intends to investigate if this is the case with the present respondents, and if so why students would not find such visits necessary.

The available related literature so far reviewed on the adequacy of the school-based preparations indicates that some gainful strides are being made in making the TUFSs' preparations before S-O IA worthwhile. In support Efah et al. (2014) suggested that the overall state of preparations of Technical University students for IA programme was suitable, others (Donkor et al., 2009; Adjei, 2013; Biney-Aidoo et al., 2014; Adjei et al., 2014) however equally suggested that same cannot be implied with the adequacy, particularly not with some aspects of TUFSs' preparations prior to embarking on the S-O IA programme (Biney-Aidoo et al., 2014).

2.5 Interpersonal Relationship Experiences of students during the S-O IA

The effectiveness of the internship programme is assessed based on the degree to which the trainee is exposed to gain academic skills, personal skills and enterprise skills. Unlike the other two, i.e. academic and enterprise skills, personal skills include

implicit skills of a person such as creativity, relational skills, problem solving skills and analytical skills, self-confidence and to hold independent judgement (Karunaratne & Perera, 2015). To this end, the TUFS is to be instilled with interpersonal skills fostering close relationship that are essential for the work environment (Takoradi Polytechnic, 2014a). Indeed industry recognises also and commits to equipping TUFSs with such skills (Kumasi Polytechnic, 2013). The rationale is also to build up the trainees' persona and understanding of individuals and groups in work circumstances (Owusu-Acheampong et al., 2014). In this regard the Technical Universities expect the TUFSs to be guided by the laid down schedules between the institution and industry so as to meet their set targets.

Among these are the reporting date of the attachment exercise and routine working hours for the students. With the collaboration of industry, the Technical Universities expect student interns to strictly abide by the specified date of reporting to the industry. For instance, the Takoradi Technical University ILO suggests that before the student embarks on the IA exercise, s/he shall complete and print the 'assumption of duty form' from the Technical Universities website as per the IA letter. This, the ILO directs must be stamped and signed by the industry-based supervisor or the manager (Takoradi Polytechnic, 2014b). Correspondence cited of the Ho Technical University students' IA application letter also indicates the date of assumption of the S-OIA clearly stated on the document (Ho Polytechnic, 2016). These instances indicate the seriousness the institutions attach to the timely assumption of duty of students on IA. The TUFSs are expected to do well to let the ILO have their assumption of duty form within and at most, seven (7) days into assuming duty at the place of attachment.

During the attachment period, student interns follow the normal eight working hours of the host organisation on five-days in a week basis (Donkor et al., 2009; Takoradi Polytechnic, 2014b). Indeed student interns are assessed on these variables as well as others mentioned in the student log book in which daily entries related to the intern's learning objectives are expected to be recorded.

2.5.1 Expectations of the Technical University from Industry

The policy document of the Takoradi Technical University for instance on industrial attachment (Takoradi Polytechnic, 2014a) expects that apart from making placement available for students to get attached for the S-O IA programme, industry should report to the Industrial Liaison Officers or school-based supervisors, any form of indiscipline on the part of the students. But how can industry determine where students have displayed indiscipline if the ground rules are not laid out earlier and for student interns to feel welcomed. Apart from making the student interns feel welcomed, industry is also expected to ensure the safety of the students when they are attached to their organisations.

Having given the student interns' placement in the first place, industry is obliged to allow them to exhibit their capabilities and to assess them as prospective employees, but before that the interns must be dully oriented by the host organisation within which they have been placed to operate, and be enlightened on the set of code of conduct to guide their operations (Takoradi Polytechnic, 2014b). Adjei et al. (2014) stated that for student interns to be able to adequately meet the expectations of industry, they have to be taken through orientation before going through other essentials such as practical education / training, practical assignments, mentoring, monitoring, coaching, assessment and an exit interview. For instance, at such fora issues on organisational structure could be discussed and introduction of staff,

particularly those who are most likely to have to oversee the student interns' activities during the internship period.

The industry has its own work culture and it is the expectation of the TUILOs that student interns are informed on the industry's chain of command, internal communication channels, operations, rules and regulations for which interns must comply, safety issues among others. Information pertaining to these issues is required by the interns to adhere to the rules of engagement, operate effectively within the industry and also to be able to fill their log books appropriately. The information similarly aids them in writing their reports effectively for assessment in school (Donkor et al., 2009; Ho Polytechnic, 2012; Takoradi Polytechnic, 2014a). The Technical Universities expect that industry informs prospective student interns about industry's expectations of the student interns, and for industry to take note of, and be able to meet student interns' expectations during the internship programme.

These initial engagements if carried out by industry ensure smooth take off of the IA processes as the interns feel welcomed as part of the industry and are well informed about their work environment. The orientation though formal, also helps foster healthy relationships between the management, industry-supervisors and workers and the student interns. These engagements could also help build useful network (Ho Polytechnic, 2012) for all stakeholders including TUFSs in the industry.

2.5.2 Nature of Companies that accept Technical University Fashion Student Interns

According to an Institute of Economic Affairs (IEA) report (2002) cited in Biney-Aidoo et al. (2014), small and medium scale industries in Ghana form the crux of the private sector whilst the multi-nationals make up for a few large-scale organisations operating in the private sectors. Biney-Aidoo et al. (2014) further

indicated that all the fifty (50) companies who received students for IA were small and medium scale in nature, employing between two (2) and 25 people. The study revealed that IA companies were mostly privately owned by sole-proprietors who produced garments to satisfy local consumers, while 8 % were into textile production.

In some instances the Chief Executive Officers (CEOs) of the privately owned companies that accepted interns were the sole designers of their companies (Biney-Aidoo et al., 2014). The study revealed that those set of CEOs in practice did not have time to teach students since they had to do a lot of rounds to get the business going. In other cases cited also, though the CEOs (about 5%) reportedly had no professional fashion background they were good administrators who had one good tailor or seamstress working for them. In such cases, the study revealed that these employees were the 'masters' or supervisors who taught the student interns.

Again it is remarkable that among the private companies which accepted students on IA were those the Fashion department liaison coordinator identified as past students of the department who were established and doing well, to receive students for IA (Biney-Aidoo et al., 2014).

2.5.3 Relationship between Students, Supervisors and Other Workers during the Supervision of Industrial Attachment

All students who embark on any of the IA programmes are expected to be supervised and assessed (Takoradi Polytechnic, 2014a; CBL/T, 2008-2009) so that student interns earn academic credit for industrial work experience (Donkor et al., 2009). The assessment of students is in either two or three components depending on the institution.

> " One is based on reports submitted by students to the department regarding their workplace experiences. The reports, which must

> document students' weekly activities at the workplace, are assessed by lecturers of the department. The other assessment component is on students' work performance during the attachment period as assessed by workplace supervisors. The host organisation is therefore required to assign a supervisor, preferably a professional in the student's occupational area, to mentor, supervise and assess him or her." (Donkor et al., 2009, p.42)

Under the CBL/T, students further take a one week assessment at the department's production unit and give an oral report of work in industry when they return to school (Biney-Aidoo et al., 2014). Assessment is therefore based on knowledge, skills, values and attitudes imparted during the attachment (CBL/T, 2008-2009).

In Takoradi Technical University for instance under the Traditional Fashion Design curriculum, the first and second modes of assessment apply but there is also a third (Takoradi Polytechnic, 2011/2012). The third component is however in the form of project (production of artifacts or clothing and accessories) students produce using new skills acquired in industry during the internship or sharpened old skills acquired back in the school. This project work is submitted during an oral presentation upon their return to school to course lecturers assigned them in the department in the form of an exit interview.

The host organisation is therefore similarly required to assign a supervisor, preferably a professional in the student's occupational area, to mentor, supervise and assess him or her (Donkor et al., 2009). Such a professional is expected to have direct engagements with the student interns regarding the role of industry in the orientation, practical education / training, practical assignments, mentoring, monitoring, coaching, assessment and exit interview of the interns in the industry (Adjei, 2013). The

findings of Biney-Aidoo et al. (2014), do confirm that the industry-based supervisors are those under whom students work. They are in charge of students' practical supervision and assessments and are expected to assign student interns with regular assignments (CBL/T, 2008-2009; Ho Polytechnic, 2012; Takoradi Polytechnic, 2014a). These engagements go a long way to building healthy work relations between the student interns and staff thereby inculcating in them interpersonal skills and healthy close relationships that are essential for the work environment.

The CEOs in some cases also reportedly act as the supervisors since most of them operate on small scale. Biney-Aidoo et al. (2014) affirmed that only (10 %) companies had separate supervisors or production managers to do the assessment. They reported that the relationship between supervisors in industry and students was very cordial. They however asserted that majority of the companies did not have permanent workers and so they used student interns in production. They were therefore lenient with students in order to retain them throughout the IA period. This, they said sometimes brought tension between students and permanent workers where they were available. The researchers indicated that one company in two different IA seasons lost all three workers just before and after the interns completed IA. In a recent study , some student respondents (35 %) also upheld that uncooperative attitude of some industry based supervisors made them find it difficult to participate fully in the attachment process (Owusu-Acheampong et al., 2014). Given the leniency expressed in some cases and in others the reported hostility, or uncooperative attitude of some industry-based supervisors, one wonders if the workplace supervisors are the right people to assess students on the S-O IA programme.

2.5.4 Attitude Expected of Technical University Fashion Student Interns (TUFSIs) during Industrial Attachment Period

The Technical Universities strongly advise students on their attitude during the I A programme. For instance, the interns are not supposed to pose as employees. Consequently they are not to demand the payment of allowances from the supervisors. They are advised to humble themselves and show total commitment to the practical training exercise. Similarly, they are encouraged to learn to project the image of the University at all times, creating positive first impression, be filled with can do attitude, be very respectful and law-abiding (Ho Polytechnic, 2012).

Though it is held that positive reception of host organisation and staff (management, supervisors and workers) during the internship programme are crucial to the success of the exercise, the attitude of students to the programme, positive response to reporting time and students' welfare issues are likewise very critical to the success of the internship programme. IA companies expect students to be of good behaviour, proactive, confident, and punctual, and to contribute significantly to the company's productivity (Biney-Aidoo et al., 2014).

The student interns' attitude to the programme and adherence to the rules of engagement are all competencies that are assessed by both the Technical Universities and the industry. Entries made in the log book relating to information on the organisation are all assessed when the school-based supervisors visit. Though students are not expected to be paid by the industry (Ho Polytechnic, 2012), evidence available show that students' welfare issues are very critical to the interns' successful completion of the internship programme. Indeed, the TUILO expects industry to engage the students throughout the industrial activities so as to mitigate some of their concerns.

The related literature reviewed under interpersonal experiences of students indicated that all the stakeholders: TUILOs, industries and students are expected to relate well in order for the students to acquire the necessary interpersonal skills in the industry. The sub-themes reviewed so far points to amenable situations regarding expectations of the Technical Universities from industry; nature of companies that accept TUFS interns, supervision for IA and the relationship between students on one hand and the supervisors and workers on the other hand.

2.6 Work-related Experiences Students Expected to gain during the S-O IA

The strength of Technical University education is the practical training it emphasises (Effah et al., 2014). The aim, they avow is to make an engineer out of the mechanical student, make an accountant out of the accounting student, and stretched further to make a designer out of the interior architecture student, and not merely to school the students through the principles and theories of their programmes. Such an observation could be particularly true for TUFSs as well. The S-O IA offers the TUFSs the opportunity to acquire hands on training to become fashion designers; real life working experiences that cannot be replicated in the simulated classroom environment (Biney-Aidoo et al., 2014). The quality of practical experience the students gain in the job market on their industrial attachment must therefore be worthwhile in their area of specialisation in the third year (CBL/T, 2008-2009). It however appears that many employers who take students on attachment do not provide adequate on-the-job training as required by the Technical University. Some employers do not have the necessary tools and equipment students need to practice with for the needed competences. Others find cheap labour in these student interns, however, the essence of industrial attachment is to a greater extent for the acquisition of practical skills (Donkor et al., 2009). For students of Fashion Design education for

whom hands-on skill acquisition is critical, it is the expectation of the Technical University that industry upon making placement available for students to get attached for the S-O IA programme provide the students with the requisite and relevant practical work experience needed in their disciplines (Takoradi Polytechnic, 2014a).

2.6.1 Objectives of S-O IA to Students

The S-O IA is meant for students to gain practical, managerial and or hands-on experience that pertains to the area or course of studies (Takoradi Polytechnic, 2014a). In relation to practical experience therefore, the students are expected to be given the opportunity to transfer knowledge gained in the lecture hall to real world-of-work, and get introduced to the real-life experience in the world-of-work. They also expect to have the chance to bridge the gap that exists between theory and practice, and to be offered the opportunity to help solve real industrial problems. The interns similarly expect to gain in practical skills that will help them adapt with real efficiency to their future employment and also identify areas in industry where research could be conducted (Takoradi Polytechnic, 2014a).

2.6.2 Students' Learning Objectives

Further the S-O IA programme is supposed to be a formal work experience that is directly related to the major specialisation and career interests of the students (Lauber, Ruh, Theuri & Woodluck, 2004). That notwithstanding, students are also expected to observe work placement experience which promotes even informal learning (Brookfield, 1983; Brennan & Little, 1996; Hughes, 1998 and Johnson (2000) as cited in Karunaratne and Perera (2015).

Consistent with its formal nature, students embark on the S-O IA based on attachment plans focused on specialised areas of the fashion programme such as

fashion and textiles design and/ or manufacture inter alia. They are therefore expected to report on major activities they were engaged in during IA, in relation with their learning objectives, including their achievements in relation to those learning objectives and make recommendation for improvement (Ho Polytechnic, 2012; Takoradi Polytechnic, 2014a).

In all, TUFSs are expected to acquire new skills and sharpen the old skills they acquired in earlier semesters in relation to the areas they are attached. These competencies are necessary for their area of specialisation as well as required to operate in the industry upon employment. Biney-Aidoo et al. (2014) revealed students' expectations in three specialisations: Fashion Production, Fashion Designing and Textiles options. The researchers further recounted the experiences of the students covering all three options mentioned earlier. Student interns who opted for designing expected to be taken through the processes of fashion designing using various methods including the use of the computer, drawing illustrations, fashion photography and the actualisation of designs with various methods of construction.

Further, under fashion production, the students are expected to use the free-hand method to cut intricate designs and go through all the processes of cutting, assembly and finishing of garment. The researchers further observed that other student interns expected to acquire skills in tailoring men's wear, constructing bridal wear, and fashion accessories. Biney-Aidoo et al. (2014) also reported that in 2011, one student who was already a seamstress, wanted to know how to manage a Fashion business. Clearly with such placement opportunities during the S-O IA, students can experience the swiftness, discipline and mood of an industry and gain insight into the operational and managerial aspects of the host company (Career Services, 2004) cited in Owusu-Acheampong et al. (2014).

Students who chose the textile option expected to be taken through designing textiles especially using computer, screen printing, dyeing, weaving, graphic designing and the use of huge industrial textile equipment. Biney-Aidoo et al. (2014) did not indicate whether the students in question achieved all their learning objectives. They only noted that textile students gained a lot of skills in desired areas except the use of the computer to design, and for those in Accra, they did not have any exposure in weaving.

2.7 Usefulness of the Semester-Out Industrial Attachment Programme to the TUFSs

Usefulness of the S-O IA programme to the TUFSs implies practicality, effectiveness, worth, and convenience among others of the knowledge and skills, competencies, attitudes and values TUFSs pick up in the experiential learning environment. It also includes the benefits the student interns derive from the S-O IA programme.

2.7.1 Industry's Ability to Meet Students' Expectations

In indicating the usefulness of the S-O IA in their report, Biney-Aidoo et al. (2014) made a strong case for the CBL/T HND Fashion Design (Fashion, Design & Textiles) IA programme spanning 5 years (2009- 2013). The study indicated that students were placed in industry based on their various specialisations, their attachment plans, interests and proximity of the students' residence to the host organisation.

The report cited above indicated students in designing option (20%) expected to go through the process of designing using various methods including the use of computer, drawing and illustrations, photography and the actualisation of designs

using various methods of construction did not get too much exposure in designing since they mostly had to help in production of clothes to meet deadlines. For instance, the researchers reported that a student indicated that though the company had a design department, it was the last place he was to be posted to before he completed the IA (one week before the end of IA).

Biney-Aidoo et al. (2014) also reported a total of 48% chose to the fashion production specialisation. It was however silent on whether the total of 48 % students who chose the fashion production option over the period of the study were able to acquire the skills they set out to achieve. Reportedly the students acknowledged industry was able to meet their expectation because they were put directly in production of all types of clothing items and accessories. They did not however indicate whether their specific learning objectives were met although they had opportunities to gain exposure in the two other areas of specialisation; designing and textiles, activities they had not planned for earlier, albeit useful.

What is apparent in the study findings of Biney-Aidoo et al. (2014) which the researchers alluded to was that, as a result of the gradual dying away of the apprenticeship system, the said IA companies had no choice but to accept interns as a means of getting workers to help in production; perhaps these companies found cheap labour in these student interns (Donkor et al., 2009), perhaps not. The fact that some students reportedly worked beyond the normal working hours, as late as 10 pm, on weekends and on holidays to meet customers' deadlines may be a strong pointer to this case of cheap labour.

> "… almost every week, there is at least one request from industry for students' internship and permanent employment. They believe that the polytechnic should be able to feed them with students who have the requisite skills. There is therefore an increasing demand for

> student trainees as compared to the number of students available. It is becoming increasingly difficult to satisfy all requests made" (Biney-Aidoo et al., 2014, p. 32).

It is however understandable that the students made themselves useful to the extent that they were being sought after by these IA companies as interns and for permanent employment even though the IA period had ended. Is it the case that the IA companies appreciated the presence or the work of the student interns? Could the attestation that student interns were able to help the IA companies to meet deadlines of their customers (Biney-Aidoo et al., 2014) mean industry placed value on the work of fashion student interns?

The third group made up of the Textiles students constituting 32% of the study sample reportedly gained a lot of skills in desired areas except with the use of computer to design and exposure to weaving in the case of those who were placed in companies in Accra.

One gets the sense of a mixed feedback regarding students meeting their learning objectives. The question these revelations raise is; are the competencies on which students are assessed on the S-O IA programme appropriate? Are they based on what competencies student interns should have been taught per their learning objectives or what competencies they 'accidentally' learned during the S-O IA, granted that the programme provides familiarity with professional practice, raises graduate labour-market value and enhances the students' maturity before returning to the final year (Biney-Aidoo et al., 2014). The IA can be said to have been beneficial and worthwhile to the TUFSs when it achieves their individual learning objectives and/or training needs.

In summary, placement of students for industrial work experience may be problematic as employers are reluctant to take on students for IA (Donkor et al., 2009), but given the importance of employers in work-based learning, it is difficult to imagine how any successful programme can function without the support of employers (Coll et al., 2002) cited in Donkor et al. (2009). TUILOs and the institutions they represent may have to make do with these companies for as long as the student interns are willing to work on their terms; including the commitments they should make in paying attention to students' learning needs and interests. The uses to which the student could put the skills, knowledge, values and attitudes acquired in relation to their personal and professional growth and for their specialisation in the third year will indicate to a very large extent the usefulness of the exercise.

2.7.2 Contribution Industry makes to Human Resource Development in Fashion

Industries in the country are said to be the major partners in the ongoing partnership between the Technical University and industry. Nunfam, Adjei and Padi (2015) revealed that industries which constantly gave audience to Technical University students acknowledged that they benefited from the interaction. Quite significantly, 82.4% of members of industry in that study supported the view that student interns took over when full-time staff of industries was temporarily absent. It was also observed that the majority (80 %) of them agreed that industry benefits from the knowledge of interns on attachment while 74.1 % agreed that IA programmes helped industry in the recruitment of new employees at little or no cost. While these constitute but few of the ample evidence of how industries benefit from the interaction, the question of interest in this study includes of what use the industry is to

the human resource development agenda of the Technical Universities through the S-O IA programme for Fashion students.

First, it does appear that industry recognises its role as partners in the training of the human capital resource of the nation, given that they contribute immensely to the actualisation of providing student interns with the needed familiarity with professional practice. Consequently, they raise graduate labour-market value in the process and enhance the students' maturity before they return to the final year (Donkor et al., 2009; Biney-Aidoo et al., 2014). With respect to its role, industry is supposed to mentor, monitor and coach the TUFSs whiles offering them practical experience during IA (Adjei, 2013). That way, industry contributes to the national development in the training of the human capital resource needed for enhanced productivity in several ways.

Second, technologies keep on changing almost on a daily basis making it difficult for educational institutions to acquire all the necessary machines and equipment required for the training of their students. Finch and Crunkilton (1999) acknowledged in Donkor et al. (2009) that it is difficult for individuals and institutions to get all highly specialised equipment needed to operate quality programmes in schools. It is particularly because educational institutions like the Technical Universities in Ghana lack the funds to acquire such machines and equipment that the work-based learning has been included in the curricula of programmes being pursued by the Technical Universities including the HND Fashion Design curriculum programme. It is therefore commendable that industries allow the fashion student interns into their premises, and also allow them to use the available technologies, machines and equipment (Biney-Aidoo et al., 2014). These facilities as

well as other company resources ensure that the interns acquire experiential learning hands-on.

Additionally, the use of their staff as supervisors imply that student interns are bound to benefit from their in-depth expertise acquired on-the-job. Most of them open their doors to student interns on non-payment IA terms. Some companies also motivate the student interns through compensation such as gifts, items from store rejects, launch packs and occasionally means of transportation (Biney-Aidoo et al., 2014).

Beyond that, the researchers affirmed that industry also creates avenues for job creation. They therefore asserted that the Technical Universities should be able to feed industry with students who have the requisite skills. They even revealed that it was becoming increasingly difficult to satisfy all requests made to Accra Technical University as there was an increasing demand for the student trainees as compared to the number of students available.

2.7.3 Challenges of the Semester-Out Industrial Attachment Programme

Recent studies have revealed a lot of the challenges student interns face whiles on attachment. While some are persistent in all the areas of specialisation students find themselves, others are specifically job related. Available literature cited alluded to the fact that, as a result of the gradual dying away of the apprenticeship system, companies that accept S-O IA student interns have no choice but to accept them as a means of getting workers to help in production; perhaps these companies find cheap labour in these student interns (Donkor et al., 2009), perhaps not in all cases.

In some cases some students reportedly worked beyond the normal working hours, as late as 10 pm, on weekends and on holidays to meet customers' deadlines.

Biney-Aidoo et al. (2014) also revealed that students who chose Textile Design and Production as specialised areas that got placement in Accra did not get any exposure in textile weaving. All these examples may be basis for students not willing to go back to such industries for any such experiences, or there could be more than the students are telling.

The sub-themes reviewed so far regarding interpersonal experiences of TUFSs pointed to amenable situations regarding expectations of the Technical University from industry; expectations of the industry and expectations from TUFSs. These key components could ensure student interns are instilled with the desired interpersonal skills during the S-O IA programme. To the extent that the programme is implemented as planned, the set objectives may be adequately met.

In relation to the work-related skills of the TUFSs, the related literature so far reviewed gave mixed signals. For students of Fashion Design education for whom hands-on skill acquisition is critical, it is the expectation of the Technical University that industry upon making placement available for students to get attached for the S-O IA programme shall equally provide the students with the requisite and relevant practical work experience needed in their disciplines (Takoradi Polytechnic, 2014a).

The S-O IA offers the TUFSs the opportunity to acquire hands on training to become fashion designers. Thus the students particularly expect worthwhile work related experiences during the period. However, the evidence from the literature reviewed so far like the pre-placement preparations are obviously frost with problems as well, making such a feat very difficult to achieve. The quality of practical experience the students gain in the job market on their industrial attachment must be worthwhile in their area of specialisation in the third year. It remains to be seen if the

results of this study would be any different from the related literature reviewed in the study.

2.7.4 Related Empirical Studies

This section discussed some IA implementation studies carried out in countries like Sri Lanka, Nigeria and Ghana. These studies were reviewed to help guide the current study on methodologies used by other researchers and also help identify studies conducted in the area of internships in other institutions of higher learning. They helped to identify the area of need on students' feedback on S-O IA, and also confirmed the need of this study.

Osman et al. (2008) discussed the perceptions of the undergraduate students from Civil Engineering Department on their industrial training programme. Students were evaluated on the benefits of the training programme based on the questionnaires given to them once they had completed the training programme. The results showed that the overall student's performance before the training was in average of 48% - 63% for three main aspects regarding their attitude, communication and work attitude. However, after the completion of the training programme, the percentage of those three main aspects after the training programme had increased up to 89% - 95%.

Donkor et al. (2009) studied organisational issues and challenges of supervised industrial attachment of a technical and vocational teacher education program in Ghana. Data were collected from 13 lecturers, 90 students and 22 workplace supervisors through self-completion questionnaire. Data were analyzed using descriptive statistics, t-test, ANOVA and Scheffe′s post hoc test. The findings revealed dissatisfaction of stakeholders with weightings of assessment components, the practice of students finding their own placements, programme duration, and lack

of liaison officer. Among the 10 items on organisational issues, only three produced statistically significant differences in respondents' ratings. The observed challenges were lack of free access to machines and equipment, amount of money spent traveling to and from the workplace, and time spent on finding placement.

Oladiran et al. (2012) studied managing the challenges of industrial work experience scheme in developing workforce among the youths in south-west Nigeria. The study adopted a survey design, and the respondents for the study consisted of 350 technical teachers and their students. Mean and standard deviation were used to answer the research questions, while t-test statistics was employed to test null hypotheses. The findings of the study among others revealed: absence of approved job specification for the courses; inadequate participation of students in skill acquiring project and poor supervision of students. It was recommended that Industry training fund (ITF) was needed to embark on an efficient implementation strategy required to achieving objectives of Students' Industrial Work Experiences (SIWES).

Biney-Aidoo et al. (2014) presented a case; an insight into students' industrial attachment experiences in Fashion Design and Textiles companies over 5-year time frame. The main objectives were to identify and analyse the issues and problems arising from a new arrangement of putting students' in industry for an entire semester, and look at the way forward for the industrial attachment (IA) programme as a key component of the Competency-Based Fashion, Design and Textiles Course of Polytechnic. Majority of the students had a lot of exposure since they were put directly into production to meet customer demands, sometimes to the detriment of their training needs. There were no clear-cut guidelines for training students and most students would rather not return to the industrial attachment companies as permanent

workers. Some problems identified were monotony of work, extended working hours, no transport allowance and lack of regular industrial visits from the school.

Owusu-Acheampong et al. (2014) studied industrial attachment from the perspectives, conceptions and misconceptions of students at the then Cape Coast Polytechnic in Ghana. The study employed the descriptive research design and 171 students participated. Questionnaire was the main instrument for data collection. Descriptive statistics and inferential statistics were used to ascertain the associations and relationships between variables. The study revealed that students benefit immensely from industrial attachment; however they wished that the duration for Industrial Attachment could be extended to two months or more. Notwithstanding the benefits, it was discovered that greater percentage of the students had difficulty getting an industry for attachment. It was therefore recommended that the Polytechnic (Technical University) reviewed and extended the period or duration for attachment to enable students familiarise themselves better with the operations of the industry.

Adjei et al. (2014) examined industrial attachment in Polytechnic education as an approach to polytechnic-industry nexus in human capital development. They adopted the mixed method and explanatory research designs in conducting the study. The researchers selected a sample of 594 respondents. They used survey and interviews as methods of data collection and employed instruments such as questionnaire, interview guide, and focus group discussions in collecting data. They also employed descriptive and inferential statistics in data processing and analysis. They concluded that polytechnic-industry collaboration was weak. They further recommended that Conference of Rectors of Polytechnics and Chief Executive Officers of industries should establish sustainable collaborative structures to enhance

the connection between polytechnics and industry in the development of productive and technically trained human capital in Ghanaian polytechnics.

Amponsah, Milledzi and Kwarteng (2014) carried out the assessment of the relevance and experience of undergraduate internship programme with their focus on University of Cape Coast Psychology students in Ghana. Using descriptive cross sectional survey design, the investigators assessed the relevance and experience of internships of undergraduate psychology students. The study adopted a validated questionnaire and a proportional stratified sampling technique, involving 115 and 85 males and females students respectively. The results underscored the relevance of internship experience with greater sense of responsibility and career development it provides. It also suggested that career focus is associated with positive beliefs about intern's career choice and future job satisfaction. The results also showed significant differences in experience of internship programme across respondents' age and gender. On the basis of the findings, recommendations were made for educational institutions to provide skills that organisations can capitalise on to give work related training during internships.

Adjei et al. (2014) examined industrial attachment in polytechnic education as an approach to polytechnic-industry nexus in human capital development. Mixed method and explanatory research designs were employed in conducting the study. Purposive, simple random and systematic sampling techniques were adopted in selecting a sample of 594 respondents. Survey and interviews were adopted as methods of data collection. Instruments such as questionnaire, interview guide, and focus group discussions were used in collecting data. Descriptive and inferential statistics were employed in data processing and analysis. The results showed that polytechnic-industry collaboration is weak. It is limited to sharpening of lecturer's

skills, practical training for students and the drafting and review of polytechnic curriculum. The relatively weak linkage were in joint research, provision of teaching and learning materials, funds for research, and the use of industry executives as guest lecturers. It was recommended that the Conference of Rectors of Polytechnics and Chief Executive Officers of industries should establish sustainable collaborative structures to enhance the nexus between polytechnics and industry in the development of productive and technically trained human capital in Ghanaian polytechnics.

Karunaratne and Perera (2015) also studied students' perception on the effectiveness of industrial internship programme. The objective was to explore the effectiveness of the industrial internship programme offered by Department of Textile of the University of Moratuwa (UoM) in collaboration with one of the leading apparel manufacturer in Sri Lanka. The paper also identified existing weaknesses in the industrial training programme offered by the Department of Textile and provided suggestions for improving the effectiveness of internship programme. The study adopted the case study approach and as such covered the students of the Department of Textiles who were undergoing training at the selected industrial training provider. Sample size used for the study represented 35% of the undergraduates who had completed industrial internship programme during the last three years. A structured questionnaire and a semi structured interview guide were used for the selected sample. As per the findings of the study the students had the chance to build up a relationship with the industry, acquire industry work culture and developed self-confidence. However they negatively ranked the internship programme in providing opportunities for creativity build up activities, working in teams and project skills. Students' feedback was positive for providing a real job experience, transport, meal and good allowance. However they had shown negative feedback on the overall

structure of the internship programme since it failed to provide them an overall training covering the whole departments of the organisation. Students suggested that the duration of the internship programme should be twelve months instead of six months. The study further suggested a closer dialogue between the University and the host company.

The related empirical studies literature also reviewed some studies conducted to evaluate the effectiveness of students' IA implementation of programmes in Sri Lanka, Nigeria and Ghana. Some of the courses evaluated included Fashion Design and Textiles; Civil Engineering; Teacher Education; and Psychology at the tertiary level of education. Adjei et al. (2014) however examined industrial attachment in polytechnic education as an approach to polytechnic-industry nexus in human capital development. Although the various studies had focused on IA pursued by students from higher learning institutions, none specifically focused on the issues pertaining to feedback from Technical University Fashion Students Semester-Out IA programme in Technical University in Ghana except one. Indeed Biney-Aidoo et al. (2014) made a case for S-O IA for HND fashion students; they only considered one of the five Technical Universities under the current study. The research design used in Biney-Aidoo et al. (2014) was purely qualitative whereas the current study used mixed method so as to allow both quantitative and qualitative tools for data collection and analyses. Notwithstanding the differences in the independent variables identified, the empirical studies reviewed gave useful "hints" like some of the challenging issues being faced by tertiary students on IA elsewhere and paved the way for the current study.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This section provides information on research site and design used for the study. It includes information on research site, research design, population of the study, sample size and sampling procedure and instrument for data collection. The chapter also covers the validation and reliability of instrument, evidence of ethical considerations and data collection procedures.

3.2 Research Site

There were ten Polytechnics, one in each regional capital in Ghana, all of which are running the Fashion Design programmes at the Intermediate, Advance, Certificate, Higher National Diploma (HND), and/or Bachelor of Technology levels. The study was conducted in the regions that had Fashion departments upgraded from Polytechnics into Technical Universities reported by Adu-Gyamerah (2017).

3.3 Research Design

The main goal of this study was to seek feedback from Technical University HND Fashion Students in Ghana in identifying challenging issues with the S-O IA programme. The goal was also to help confirm and document concerns of fashion students about the S-O I A programme in particular. It might support the Technical University to objectively administer the S-O I A programme more effectively to improve the work-learning programme in general. The study adopted a mixed method approach in a cross-sectional descriptive survey research design to provide answers to the study's research questions. The method was deemed appropriate because the study sought to evaluate an on-going programme (Donkor et al., 2009). A survey is a

category of educational research which comprises a variety of techniques and procedures, to establish the status of the phenomenon under investigation (Sidhu, 2002). The choice of the survey method was also informed by the views of Cohen and Manion (1995) as cited in Donkor et al. (2009) who have indicated that the survey approach was useful in comparing conditions of an on-going activity against pre-determined standards.

A descriptive survey seeks to distinctly describe a studied phenomenon. The descriptive survey method was used for this study in order to use descriptive instruments such as frequencies and percentages to describe the established status of the S-O IA programme undertaken by HND Fashion Design students of public Technical Universities in Ghana.

3.4 Population of the Study

The target population included third year HND Fashion Design students in all Technical Universities which had been running the Fashion Design programme for five years or more using either Traditional or Competency Based Learning/Training (CBL/T) curriculum. All third year students in these institutions had gone through the programme therefore qualified to participate in the programme.

Table 1: Population of the Technical Universities Studied

Name of Institution	Population of Third Years
Kumasi Technical University	109
Accra Technical University	105
Takoradi Technical University	63
Ho Technical University	44
Cape Coast T University	36
Total	**357**

3.5 Sample Size and Sampling Procedure

A sampling frame is the list defining the population from which the sample was drawn. Whiles it distinguishes the sampling frame from the sample; it is also essential for probability sampling but can be defined for nonprobability sampling. Trochim (2002) noted that the sampling frame is crucial in probability sampling.

The sample is however described as a small proportion of a population selected for observation and analysis. It is a collection consisting of a part or subset of the objects or individuals of population which is selected for the express purpose of representing the population. Sidhu (2002) described the concept as the process of selecting a sample from the population.

Thus, five (5) Technical Universities which have run the HND Fashion Design programme for five years or more using either traditional or CBL/T curriculum were purposively sampled for the study. All third year Fashion Design students were targeted as they were beneficiaries of the S-O IA programme. The sample size decided then was 311 (87% at 5% margin of error) in line with the suggestion of the Research Advisors (2006).

Table 2: Suggested Sample per Technical University (TU)

Name of Institution	**Fashion 3**	
	Population	**Sample size @ 5% Margin of Error**
Kumasi Technical University	109	94
Accra Technical University	105	94
Takoradi Technical University	63	51
Ho Technical University	44	36
Cape Coast T University	36	36
Total	**357**	**311**

Simple Random sampling was to be used for sampling for representatives of the population within the sampling frame. The students present were to be made to

pick the folded papers with written inscription to be part of the study or not. The student picked 'yes' automatically fell into the sample. The student who picked' no' fell outside the sample and was not included in the study.

3.6 Instrument for Data Collection

A self-completion questionnaire was used as it was deemed most appropriate for the study. This is because questionnaire are easy to administer when items are few, friendly to complete and fast to score and therefore take relatively very little time of researchers and respondents (Donkor et al., 2009). Additionally, similar studies which evaluated work-integrated learning programmes (e.g., Coll & Chapman, 2000; Aleisa & Alabdulahfez, 2002; Spowart, 2006) made use of researcher-designed self-completion questionnaires for data collection (Donkor et al., 2009). The semi-structured questionnaire with both close-ended and open-ended items designed by the researcher for this study was therefore relevant for answering the research questions.

The self-completion questionnaire (Appendix B) used for data collection had a cover page which was used to essentially seek the consent of the respondents of the study. The instrument consisted of five (5) parts, each based on a theme. The themes were based on the objectives and research questions of the study.

Part 1 related to personal data such as gender, age, institution and place of attachment, and consisted of four (4) items. Part 2 contained items which answered research question one (1) i. e. the adequacy of preparations Technical University Fashion Students in Ghana go through prior to the semester-out industrial attachment programme. It consisted of eight (8) items.

Part 3 answered the research question two (2) on the interpersonal relationship experiences the Technical University Fashion Students acquired during the semester-

out industrial attachment programme. It had two sections. The first section had items with response options. The respondents were informed to tick (√) in the appropriate cell provided by each option below each stem. The second section featured a five-point Likert scale containing seven (7) items. The respondents were asked to indicate their level of agreement or disagreement to provided statements using: (5) Strongly Agree (4) Agree (3) Not Sure (2) Disagree (1) Strongly Disagree. The section had 13 items in all.

Part 4 answered research question three (3) on the work experiences the Technical University fashion students acquired during the semester-out industrial attachment programme. The first section (i) sought to find out the types of work experiences (knowledge & skills) the respondents acquired during the semester-out attachment programme. The respondents had five unrestricted options of specialised areas to pick from. It consisted of eight (8) items. The second section (ii) sought to find out the views of the respondents on some organisational issues regarding the S-O IA programme. The respondents were asked to tick (√) in the appropriate cell provided by each item that most adequately reflected the extent to which they agreed and/or disagreed with the statements on organisational issues using: (5) Strongly Agree (4) Agree (3) Not Sure (2) Disagree (1) Strongly Disagree.

Part 5 answered research question 4 which sought to evaluate the usefulness of the semester-out industrial attachment programme to the Technical University Fashion Students. The first section (i) used a four (4) itemised five-point Likert scale to find out the extent to which the respondents perceived the semester-out industrial attachment programme as useful to them. The respondents were asked to tick (√) in the appropriate cell that most adequately reflected the extent to which they agreed and/or disagreed with the statement of usefulness and importance: (5) Strongly Agree

(4) Agree (3) Not Sure (2) Disagree (1) Strongly Disagree. It consisted of eighteen (18) items. It was followed by four supply options under the same theme.

Section two (ii) of part 5 featured a four itemised five-point Likert scale which sought to find out the opinions of the respondents regarding the challenges they faced as interns on the programme. They were asked to tick (√) in the appropriate cell that most adequately reflected the extent to which they agreed or disagreed with the statements on challenges militating against the programme: (1) Strongly agree (2) Agree (3) Not Sure (4) Disagree (5) Strongly Disagree.

The concluding items were six in number. Five of the open ended items asked the respondents to indicate how they have applied the set of skills they acquired in the industry in their subsequent assigned projects, if any, upon their return to school. The sixth item asked the respondents to state any four (4) changes they would like to see introduced into the semester-out industrial attachment programme.

3.7 Validation and Reliability of Instrument

According to Babbie and Mouton (2003), validity refers to the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration. Creswell (2009) as well as Polit, Beck and Hungler (2010) also define validity as the degree to which an instrument measures what it is supposed to measure. Validity was ensured by the completeness with which items covered the important areas of the study. The questionnaire was constructed after a focused literature review was accomplished. Validity of the questionnaire was tested when the researcher presented the questionnaire to the study supervisor and some expertise of research for evaluation. The supervisor, expertise of researchers and the statistician evaluated each item on the questionnaire with regard to the degree to which the

variables to be tested is represented as well as the instrument's overall suitability for use (Babbie & Mouton, 2003).

Babbie and Mouton (2003) defined reliability as a matter of whether a particular technique applied repeatedly to the same object would yield the same results each time. The questionnaire was tested for reliability and specifically for internal consistency. During the development phase of the questionnaire, several steps were taken to ensure that only relevant information was collected. The questionnaire was structured in such a way that only data necessary to achieve the research objectives were collected.

3.7.1 Pilot Study

Pilot study of the questionnaire was conducted at University of Education, Winneba (Winneba and Kumasi campuses) to test its content validity and to identify and rectify problem areas. The pilot study was conducted to ensure reliability of the questionnaire and to identify any needs for revisions. The study involved administration of the questionnaire to 17 post Polytechnic HND Fashion students and beneficiaries of S-O IA programme pursuing further studies in Fashion related programmes in the University of Education, Winneba and Kumasi campuses who could readily be reached through snow ball sampling.

These students as well as their answers however were not part of the actual study process and were only used for pilot study purposes. The pilot study was also carried out to investigate the feasibility of the proposed study and to detect possible flaws in the data collection instruments such as ambiguous instructions or wording, inadequate time limits and whether the variables defined by operational definitions were actually observable and measurable (Brink, 2006). Participants of the pilot study

were therefore asked to complete the instrument and to provide comments or suggestions for revising any ambiguous items.

In that study, the Cronbach alpha was used to check the reliability of the questionnaire because it was a "more efficient way of testing reliability" and was less time consuming (Durrheim, 1999, p. 90). The value of the reliability coefficient was 0.63. This value indicates an adequate degree of reliability of the items in the instrument (Fraenkel & Wallem, 2003).

After the questions had been answered, the researcher modified the content of the questionnaire based on the assessment of the sample respondents. The researcher also modified some questions to make the survey more comprehensive for the selected students. For instance, under part 1, age range of respondents and place of attachment were included for better verification of respondents and which sectors of industry they had their attachment. Under part 2, the termed school-based preparation was introduced to distinguish between school preparation orientation for instance and industry orientation. Under part 3, a few double-barreled items were separated to ensure clarity of those items for the respondents.

3. 8 Ethical Considerations

Ethical Clearance and Permission to Conduct the Study

Letter of introduction was obtained from Head of the Home Economics Education Department, University of Education, Winneba (Appendix A). Permission to conduct the study was obtained from the heads of departments (Fashion Design) of the various Technical Universities involved in the study.

In accordance with the research methodology described by Welman, Kruger and Mitchel (2006), the researcher obtained permission from the students after they

were thoroughly and truthfully informed about the purpose of the study. In keeping with research methodology (Burns & Grove, 2011), the respondents were informed that their participation in the research was voluntary and that they could withdraw even after consenting to cooperate in the research, if they wished to do so.

The students were given the researcher's contact information in the event of further questions, comments or complaints. The procedures to be followed during collection of data were also explained to the students. Students were further informed that the study was undertaken for a Master's degree in the Department of Home Economics Education, Faculty of Science Education at the University of Education, Winneba.

Brink (2006) defined confidentiality as the researcher's responsibility to protect all data gathered within the scope of the project, from being divulged or made available to any other person. Therefore, it was important for the researcher to practice confidentiality throughout the course of the research process.

The information provided by the students were not used against them in any way (Polit et al., 2010). According to Brink (2006), anonymity refers to the act of keeping individuals nameless in relation to their participation. The students were therefore advised not to write their names on the questionnaires. They were assured that their names would not appear on the research report to reveal any identity. Where necessary, names of technical universities were used solely for demographic purposes and also to bring students' concerns across. Additionally, the students were assured of confidentiality which means that no information would be leaked elsewhere. For this reason, pseudonyms such as, A, CC, H, K and T with figures (1, 2, 3, etc.) were used as references to students' names.

3.9 Data Collection Procedures

Data collection was planned to be carried out in the semester after students had carried out over a period of four (4) months; that is from December 14, 2016 to March 8, 2017. The process was disrupted by National election schedules vis-à-vis disruptions in the individual universities' academic calendar (Christmas break, school vacation, Middle of Semester examinations and students' schedules for fashion show collection productions). Each stratum was contacted by the researcher through the Head of Fashion department the institution.

Simple Random sampling was used for sampling for representatives of Accra Technical University's Fashion students in third year. The students present were made to pick the folded papers with written inscription to be part of the study or not. A 'yes' pick meant the student was willing to be part whiles a' no' pick meant the student was not willing to be part of the study. The 'yes' folded papers numbered the required sample size of the class (94) (Table 2), and the remaining 11 had the 'no' inscription. The method was used as sampling units to come up with the final list of 94 students for the Accra Technical University. The sample size of Accra Technical University was decided in line with the suggestion of the Research Advisor's (2006) at 5% margin of error. This suggestion was to be replicated for all the third year TUFS within each group based on each class' size.

Convenience Sampling was however adopted for the four other Technical Universities namely: Cape Coast, Ho, Kumasi and Takoradi when it was realised that the number of third year fashion students in class attendance on each day of data collection in the other schools was relatively lower than the number of students required as representative of the population. Consequently, under those circumstances, all third year students who were in class on the data collection days

were sampled. In all 221 (forming 61.9% of the population) questionnaires were administered by the researcher to third year Fashion students who formed part of the sample in five (5) public Technical Universities in Ghana (Kumasi, Accra, Takoradi, Ho and Cape Coast).

Table 3: Actual Sample per Technical University (TU)

Name of Institution	**Fashion 3**	
	Population	**Sample**
Kumasi Technical University	109	44
Accra Technical University	105	94
Takoradi Technical University	63	37
Ho Technical University	44	22
Cape Coast T University	36	24
Total	**357**	**221**

With the exception of the TUFSs from Accra Technical University, all the other four Technical Universities registered very low turn-out of students present at the time the researcher attended on them. The general retrieval rate (90.0%) was however relatively high. This could be attributed to the fact that all the questionnaires were retrieved on the same day they were administered.

Table 4: Return Rate of copies of administered Questionnaire per Technical University (TU)

Name of Institution	**Questionnaires**		**Percentage Returned (%)**
	Administered	**Returned**	
Accra Technical University	94	91	96.8
Kumasi Technical University	44	28	63.6
Takoradi Technical University	37	37	100.0
Cape Coast T. University	24	21	87.5
Ho Technical University	22	22	100.0
Total	**221**	**199**	**90.0**

Of the 221 copies of questionnaire given out, only 119 were completed and so they were used for the analysis using Statistical Package for Social Sciences (SPSS) software version 20. The results have been presented using frequency and percentages distributions, pie chart and bar graph to represent the highlight of the results.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter consist of the presentation and discussion of the results of the study in two main sections. Section one consists of the personal information on the respondents and the analyses of the results presented in tables and a bar graph. Section two covers the interpretation of the results in the form of discussions of significant outcomes with inferences made from them in view of findings from related previous studies.

4.2 Personal Information

Under the personal information section, the general characteristics of the respondents are described on institution, gender, age ranges, and their places of attachment. Table 5 shows the distributions of the students by institutions and gender.

Table 5: Distribution of Respondents by Institutions and Gender

Name of Institution	Gender					
	Male		Female		Total	
	Freq.	%	*Freq.*	%	*Freq.*	%
Accra Technical University	14	7	77	38.7	91	45.7
Cape Coast Technical University	2	1	19	9.5	21	10.6
Ho Technical University	2	1	20	10.1	22	11.1
Kumasi Technical University	6	3	22	11.1	28	14.1
Takoradi Technical University	6	3	31	15.6	37	18.6
Total	**30**	**15.1**	**169**	**84.9**	**199**	**100**

About 46 % of the respondents were from Accra; 10.6 % from Cape Coast; 11% from Ho; 14 % from Kumasi and 18.6 % from Takoradi Technical Universities.

Many students were from Accra. This is not surprising because there were more respondents from Accra Technical University. Majority of respondents (84.9 %) were females and the males were 15.1 %. Biney-Aidoo et al. (2014) also found more females than males studying Fashion. If these findings are anything to go by, it could be described as an indication of the interest of females in the Fashion profession.

Table 6: Age Ranges of Respondents

Institution	Age in Years							
	15-19		20-24		25 and Above		Total	
	Freq.	%	*Freq.*	%	*Freq.*	%	*Freq.*	%
Accra Technical University	1	0.5	69	34.7	21	10.6	91	45.7
Cape Coast T University	0	0.0	11	5.5	10	5.0	21	10.6
Ho Technical University	0	0.0	8	4.0	14	7.0	22	11.1
Kumasi Technical University	0	0.0	19	9.5	9	4.5	28	14.1
Takoradi Technical University	0	0.0	37	18.6	0	0.0	37	18.6
Total	**1**	**0.5**	**144**	**72.4**	**54**	**27.1**	**199**	**100.0**

Table 6 shows that the majority of the respondents (72.4%) were within the age range of 20 – 24 years; followed by those within age 25 years and above (27 %), and only one was within the age range of 15-19 years (.5%).

The characteristics of the respondents play a significant role in the practical learning process. The result shows a significantly youthful (99.4% [20-24; 25 & above years]) group of young graduating class of professionals from all the participating Technical Universities about to make an entry into the fashion industry. Every country's most significant resource is said to be its human capital. The numbers of youthful students studying fashion tell the patronage level of the youth in the fashion industry and what the future probably holds for the fashion profession in

Ghana and Africa as a whole, even as Africa fashion continues to gain the attention of the West (Richards, 2015).

Table 7: Distribution of Respondents by Place of Attachment

Institution	Place of Attachment					
	Private Organisation		Public Organisation		Total	
	Freq.	%	*Freq.*	%	*Freq.*	%
Accra Technical University	87	43.7	4	2.0	91	45.7
Cape Coast Technical University	21	10.6	0	0.0	21	10.6
Ho Technical University	22	11.1	0	0.0	22	11.1
Kumasi Technical University	27	13.6	1	0.5	28	14.1
Takoradi Technical University	26	13.1	11	5.5	37	18.6
Total	**183**	**92.0**	**16**	**8.0**	**199**	**100.0**

Table 7 indicates that the majority (92%) of the respondents had their attachment with private host organisations. In that category, students from Accra Technical University formed 43.7 %, their counterparts from Cape Coast formed 10.6%, while those from Ho formed 11%. Students from Kumasi and Takoradi Technical Universities formed 13.6% and 13 % respectively.

The table indicates that very few (8 %) had their attachment with public organisations. Respondents from Takoradi formed the highest (5.5 %) who got placement with public host organisations, followed by their counterparts from Accra with 2 %. The result upholds the assertion of Biney-Aidoo et al. (2014) that most IA companies are privately owned.

Significantly, the private organisations have been very supportive of the IA particularly the S-O IA programme. In a rather sharp contrast, it shows from the

results that not many public organisations in the fashion industry are available as IA companies. The available few seem to be in Takoradi and Accra. The result is consistent with Biney-Aidoo et al. (2014) finding that all fifty (50) companies who had received students for IA over the past five years in collaboration with the Accra Technical University were privately owned small and medium scale in nature. Some of the companies were owned by past students of the Accra Technical University Fashion department who had established their own companies and were willing to receive students for IA.

4.3 Research Question 1: Did The Preparations Technical University HND Fashion Students in Ghana Make Prior to the Semester-Out Industrial Attachment Programme Adequate?

This section sought to find out the extent of preparations the respondents made prior to the semester-out industrial attachment programme.

Table 8: Respondents' Sources of Knowledge about Industries before S-O IA

Knowledge	Frequency	%
Lecturer	106	53.3
Self	33	16.6
Friend	25	12.6
Colleague	15	7.5
Family	9	4.5
Liaison Office	8	4.0
Department	3	1.5
Total	**199**	**100.0**

Table 8 shows that most (53.3%) of the respondents had knowledge about the industry from their lecturers; 16.6 % and 12.6% had personal knowledge and from friends respectively. About 8% had knowledge from colleagues; 4.5% said they had knowledge about the industry from family and 4% and 1.5% said they had the

knowledge about the industry from the liaison office and the Head of Department (HOD) respectively.

The sources of respondents' sources knowledge are from within and outside the school environment, but the official sources available to fashion students are imbedded in the very operations of the TUILOs established (CBL/T, 2008 -2009; Ho Polytechnic, 2012; Takoradi Polytechnic, 2014a). The TUILOs in collaboration with departmental coordinators in most cases, are expected to ensure that IA companies meet the set standards before the students send the introduction letters (Takoradi Polytechnic, 2014a; Biney-Aidoo et al., 2014). The qualities of the TUILOs/ students' choice of placement in the face of limited placement openings still remain critical as it forms the quality of experiences acquired by students hence the need for adequate preparation in this regard.

Table 9: Respondents' Means of Establishing Contact with Industries for IA.

Establishment of Contact	Frequency	%
Through the vacation I A	116	60.1
Through guest lecturer	35	18.1
Through a colleague	15	7.8
Through Field trips	12	6.2
Through HOD	9	4.7
Through Media (telephone/online)	6	3.1
Total	**193**	**100.0**

Table 9 indicates that most (60 %) of respondents established contact with industry through the vacation industrial attachment programme while 18 %, 7.8%, 6.2%, 4.7%, and 3.1% through a guest lecturer, a colleague, field trips, HOD and through the media (telephone/ online) respectively.

The results demonstrate that TUFSs could establish contacts with industry through their lecturers, friends and family and colleagues apart from the liaison office.

Other co-curricular activities Fashion students and the Technical Universities engage in from time to time in the course of study (example seminars, sports, invitation to social gatherings such as fairs, fashion week shows or exhibitions, etc.) could also serve the purpose of students' establishing contacts with industry. These plausible ways are meant to among other factors gain press attention to support brand growth (Senam, 2018) and promote networking. Burke (2009) described networking as the entrepreneur's lifeblood; that it is really too important a skill to leave to chance.

The vacation industrial attachment particularly provides students with credible information for decision making on the S-O IA programme. This is because at that point, students are heading towards specialisation and ought to be focused on acquiring relevant skills that they require in the third year final project. It is therefore encouraging that many (60.1%) of the students mentioned that they established contact with the industry during the vacation industrial attachment period. Most of these set of respondents were from the Accra Technical University where the CBL/T curriculum designates the industrial liaison coordinator as one in absolute control of the S-O IA programme. It is rather unfortunate that only 6.2% used the field trips to establish contact. It is however understandable since in the words of Adjei et al. (2014), such field trips are rarely organised by the Technical Universities due to lack of funding.

Students' links with industry and information on operations of industry as they relate to the Fashion Design and Business are all parts of the preparations which further provide credible means for softening the reality shock of transitioning from the world of academics to the working world (Garavan & Murphy, 2001; Collin & Tynjalla, 2003) as cited in Karunaratne & Perera (2015).

Respondents' Letter of Introduction to Industry

The majority (83.8%) of the respondents sent an introduction letter to industry (83.8%). Of the 16% that did not send an introduction letter, one wonders what they used as formal entry into the industry.

The introductory letters are part of the IA documents (as they are referred to in Biney-Aidoo et al., 2014) granted students during the internship (Ho Polytechnic, 2012; Biney-Aidoo et al., 2014). It is reported that since 2008, a new application method for industrial training, which is known as SMPLAI, has been introduced to the civil engineering students in University Kebangsaan, Malaysia. By using the SMPLAI method via online system, students can minimise their time and cost for the placement process (Osman et al., 2008). The manual process ought to be faced out gradually and replaced with much faster, effective and efficient method, most probably the e-methods tried and tested in the University Kebangsaan, Malaysia.

Participation of Respondents in the Orientation Activities

Regarding students' participation in school-based orientation, the statistics reveal that majority (85.8 %) participated in the orientation organised by the schools prior to the S-O IA programme, while 14.2 % did not.

It is generally accepted that students should be well guided for the internship programme so that they can understand the university's expectations and the expectations of the industrial training provider, as well as the trainee's expectations. It is however worrying that some students did not participate in the programme. Those students (14.2 %) stand to lose first-hand information critical to their success in the internship programme. Internship orientation programmes (whether organised by the school or industry) minimise the expectation gap among all the parties involved and

strengthen the industrial relationship and students' confidence (Karunaratne & Perera, 2015).

Table 10: Benefits Derived by Respondents from Orientation

Benefits	Frequency*	%
The respondents further learnt the importance of the S-O I A	67	39.6
Expectation of the IA made known to respondent	64	37.9
Fair idea about the industries learnt	52	30.8
The rules and regulations governing the S-O l A were given to the respondents	34	20.1
The respondents got to know placement openings available to student interns	10	5.9
The Security Precautions to observe were learnt	3	1.8
Total	**230**	

***Multiple Responses**

Table 10 indicates that 39.6 % of respondents said they further learnt the importance of the S-O I A programme. Meanwhile 37.9%, 30.8%, 20%, and 5.9% of the respondents said the expectations of the S-O IA were made known to them, they got a fair idea about the industries, they were also given the rules and regulations governing the S-O I A, and they got to know placement openings available to student interns respectively. One point (1.8 %) said they learnt about the security precautions to observe while they embark on the S-O IA programme.

All the benefits the respondents mentioned in table 10 are very important in matters concerning the S-O IA programme, and underscore the need for all the students to be present at the pre-placement kick-off meeting. Indeed, this result goes beyond the assertion that IA is merely beneficial to students in education and profession (Osman et al., 2008).

Among the respondents who did not participate in the school-based orientation, 8.5 % (17 out of 21) were all from one institution. While some said that they were not aware of the programme, others claimed they were not in school at the time of the orientation, and yet others indicated that the orientation was not organised.

The majority (88.8 %) of the students affirmed that the school based preparations made were necessary, while minority of 11.2 % students said the preparations were not necessary. The result therefore agrees with the impression that students are interested and generally have good perception about the industrial attachment activity (Owusu-Acheampong et al., 2014). Some of the students (38 %) however suggested it would have been helpful to have other preparations such as seminar and fieldtrips organised on the S-O IA prior to the commencement of the programme. The TUILOs have that sole responsibility to constantly educate the TUFSs on the pre-placement activities and the impact on the S-O IA programme (Takoradi Polytechnic, 2014b; Biney-Aidoo et al., 2014).

Some suggestions made by the students on pre-placement activities i.e., fieldtrips and seminar are timely and brilliant. While it emphasises the significance of such school-based preparation, it also implies that some Technical Universities did not carry out such preparation for their students. This result corroborates the position of Adjei et al. (2014) when they indicated that fieldtrips are hardly conducted for the Technical University students. High quality education can only be attained after taking cognisance of the views of the key stakeholders including students (Gumbe, Svotwa & Mupambireyi, 2012).

Proximity of Industry Location to Respondents' Residence

While 60.3% of the reported that where they did the attachment was far from their places of residence, the locations were close to 39.7% of the respondents. Consequently, 16.7% (out of the 60.3%) who lived far from the place of attachment had to relocate their residence close to industry while the remaining 83.3% did not relocate their residence. The result is consistent with that of Donkor et al. (2009); students similarly complained about travelling from their homes to the workplace, which is an issue of inconvenience. The implication is that of financial challenge. Oladiran et al. (2012) also reported that student interns are financially challenged during internship. The result further justifies the position held by the Takoradi University ILO (Takoradi Polytechnic, 2014a) to allow prospective students interns the first option to choose their workplace of choice close to their residences.

Three groups emerged from the result regarding the proximity of industry location to students' residence: most of the respondents (60.3%) lived far from the place of attachment, the 16.7% (out of the 60.3%) who relocated closer to the place of attachment and the 39.7% who were placed close to the place of attachment. Clearly the first and second groups of student interns whose residence were not close to industry were inconvenienced. The situation of the third group raises the discussion of relevance or convenience, both very fundamental in the nature of experiences the students acquire at the end of the day. That decision by Takoradi Technical University on workplace choice was apparently well meant. The decision clearly was to relieve prospective student interns of such financial implications and of trekking long distances from their residences to the industry and vice versa.

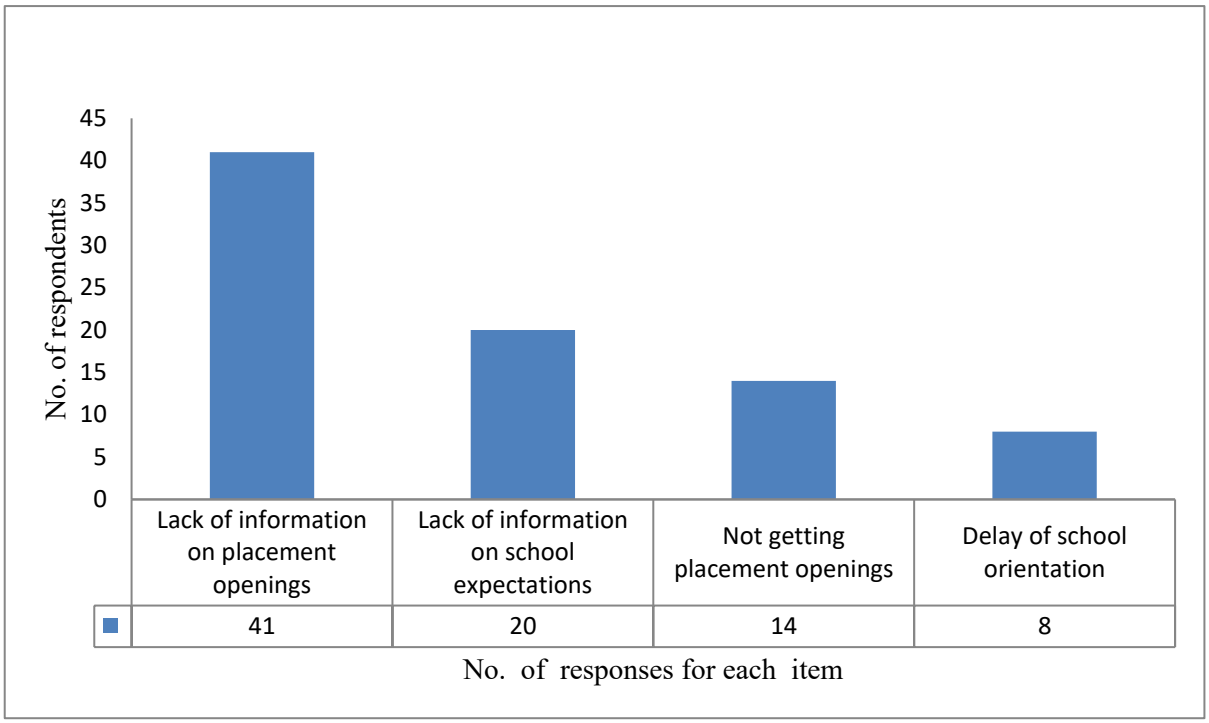

Figure 2: Challenges Encountered by Respondents from School-based Preparation

Figure 2 shows the statistics on challenges encountered by respondents as lack of information on: placement openings (20.6%) and school expectations (10.1%). Additionally, respondents said not getting placement openings were equally challenges (7%). Yet others also complained about the delay of school orientation (4%). Owusu-Acheampong et al. (2014) also revealed that greater percentage of the respondents in their study had difficulty getting an industry for attachment. They therefore recommended that the Cape Coast Technical University (then Polytechnic) take up the responsibility by assisting students to search for places of attachment, even as student respondents elsewhere continue to insist that looking for their own placement is the best approach (Donkor et al., 2009). Afonja et al. (2005), Donkor et al. (2009), Owusu-Acheampong et al. (2014) and Biney-Aidoo et al. (2014) also reported the difficulties students face in securing industrial placements. The challenges the student interns encountered cannot be ignored as they could have

serious consequences on the quality of an otherwise worthwhile programme. Clearly, students cannot solve these problems on their own. They need professional help from the TUILOs.

4.4 Research Question 2: What Interpersonal Relationship Experiences did the Technical University Fashion Students acquire during the Semester-Out Industrial Attachment Programme?

Table 11: Time Respondents Reported to Industry

Time Reported	Frequency	%
First week of attachment period	146	75.6
Second week of attachment period	37	19.2
Third week of attachment period	7	3.6
After the fourth week of attachment period	3	1.6
Total	**193**	**100.0**

The results relating to when students reported for attachment indicate that majority (75.6 %) of respondents reported in the first week of the attachment period while 19.2%, 3.6%, and 1.6 % reported in the second, third and after the fourth week of the attachment period respectively. The student intern is expected to submit his/her Assumption of Duty Form, as this helps the ILO compile a comprehensive database for the supervisors for easy determination of the location of each and every student on the IA programme (Takoradi Polytechnic, 2014b). Indeed, some of the application letters sighted during this study had the dates of start and end of the S-O IA period indicated on them (Ho Polytechnic, 2016).

Table 12: Official Months of Starting and Ending S-O IA and Duration for the Institutions

Name of Institution	Months of S-O IA	Duration of S-O IA
Accra Technical University	February to July, 2016	6 months
Ho Technical University	February to April, 2016	3 months
Kumasi Technical University	March to June, 2016	4 months
Takoradi Technical University	March to June, 2016	4 months
Cape Coast Technical University	October to December	3 months

Table 12 presents the official months of start and end of the S-O IA. It shows respondents from Accra Technical University started the attachment in the month of February and ended in July, 2016. Respondents from Ho Technical University also started the attachment in the month of February but ended in April, 2016. Respondents from Kumasi and Takoradi Technical University started the attachment in the month of March and ended in June, 2016. Respondents from Cape Coast Technical University however started the attachment in the month of October and ended in December, 2016.

The study result is thus inconsistent with Biney-Aidoo et al. (2014) which suggested that some Technical Universities offering the Fashion Design send their students for IA around the same period (February to July). It is evident from the results that there are some slight differences in the timing as per the individual Universities' academic calendar. This scenario is to be expected mainly because of the differences observed in the Technical Universities' schedules. The fourth semester for all the Universities in the study, for instance do not start on the same months.

Thus contrary to the finding in Biney-Aidoo et al. (2014), it does appear that there are actually differences in the schedules of the universities as illustrated in Table 12 (p. 82). Only Ho Technical University started at same time as Accra Technical

University. Kumasi and Takoradi Technical Universities actually started the S-O IA a month later whereas Cape Coast Technical University started in October. The maximum duration was approximately six months (26 weeks) while the minimum was three months (12 weeks).

Again, contrary to the notion that the IA period is only between the months of March to August each year (Biney-Aidoo et al., 2014), the result suggests that TUFSs were spread in industry engaged in the acquisition of industrial experience between February and December.

In the study of Gumbe et al. (2012), after two years of continuous study, students undertook a one year Student Industrial Attachment (SIA) Programme as an integral component of their undergraduate studies in the Faculty of Commerce. To make the S-OIA experience worthwhile to all TUFSs, it is recommended that the various Technical Universities consider extending the duration to allow the students adapt to the industrial environment properly and to adequately grasp the required experiences (Biney-Aidoo et al., 2014).

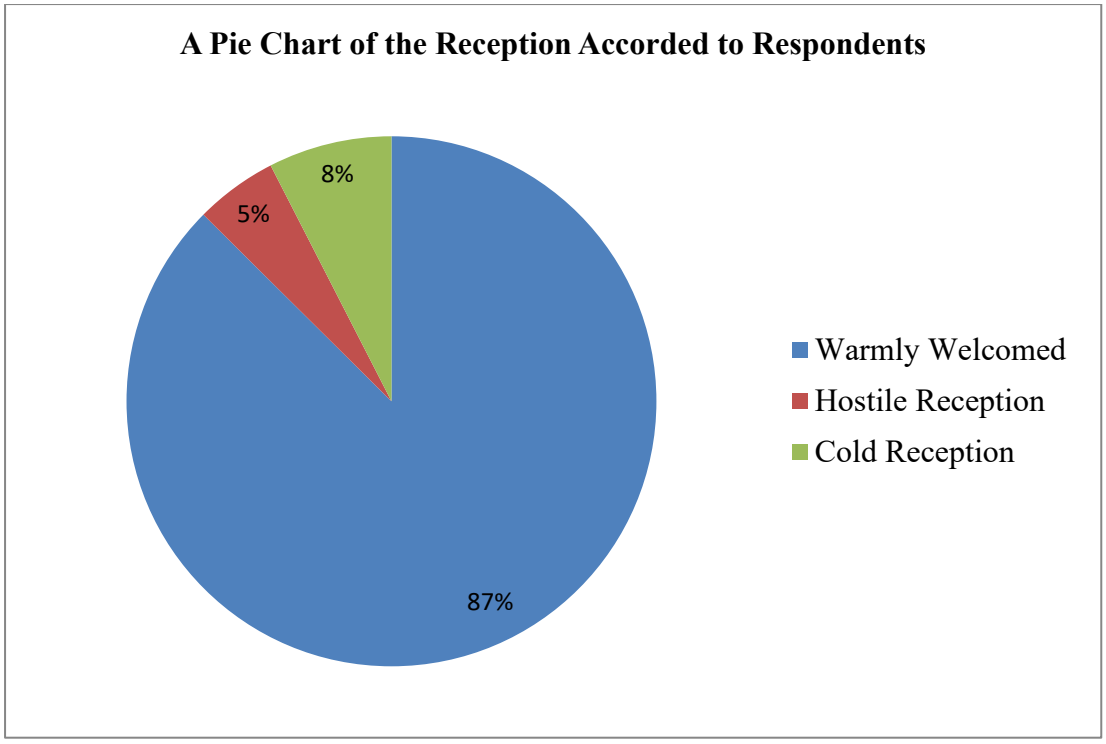

Figure 3: Reception accorded to respondents by industry

The statistics in Figure 3 regarding the reception accorded students by industry during the internship indicates that majority (87 %) of respondents said they were warmly welcomed while a few (7.5 % and 5 %) said they experienced a cold and hostile reception respectively. The nature of the reception accorded to student interns may indicate industry's readiness to partner the Technical University in training the students or not. The pie chart shows that majority of respondents were warmly welcomed. This constitutes a good feedback for the TUILOs knowing that the respondents were comfortable. Contrary to that, the other 13% (8% and 5%) felt unwelcomed because they experienced cold and/or hostile reception from industry.

The attachment component in the Technical University Fashion Design programme like any tertiary programme is not only meant to fully prepare students for the job market. It is also meant to expose students to real life situations including acquiring competencies in people skills (Effah et al., 2014).

Respondents' Participation in Orientation Activities of Industry

The statistics showed that 59.4% had orientation while 40.6% did not have it when they went on the industrial attachment programme. One wonders how those who did not go through the orientation were able to they are able to settle properly in their new working environment. In truth, the initial beneficiaries of such a programme would have been the student interns, but the ultimate beneficiaries of such a programme would have been the industry. Industry always demands that labour operates under their set of conditions of service, and students on internship act like casual workers who must also follow industrial norms.

Table 13: Orientation Activities of Industry

Orientation Activities	Frequency*	%
Rules and Regulations	183	92.0
Introduction of staff	128	64.3
General Roles and Responsibilities	82	41.2
Organisational Structure	77	38.7
Introduction of students to staff	73	36.7
Expectations of industry	69	34.7
Familiarisation of Facilities	17	8.5
Total	**629**	

***Multiple Responses**

Table 13 shows that majority (92%) of students who participated in the orientation programme acknowledged that they were informed on the rules and relations under which to operate in the industry. Sixty-four percent (64%) admitted that staffs were introduced to the respondents while 41 % acknowledged that they were taken through their general roles and responsibilities as student interns. Thirty-eight percent (38%) acknowledged that they were informed about the organisational structure as part of the orientation activities; 36.7 % admitted that they were

introduced to staffs, while 34.7 % said they were informed of the expectations of industry, and 8.5 % admitted they were given a familiarisation tour of facilities in industry as part of the orientation activities in the industry.

These pieces of information given to the students by industry were indeed invaluable and impact positively on their industrial experience as they had to be enlightened on the set of code of conduct to guide their operations (Takoradi Polytechnic, 2014b). Adjei et al. (2014a) similarly asserted that for student interns to be able to adequately meet the expectation of industry, they have to be taken through orientation. This further minimises the expectation gap among all the parties involved and strengthens the industrial relationship and students' confidence (Karunaratne & Perera, 2015).

Students' Willingness to Go Back to Industry

The results show that while 59.4 % students said they were willing to go back to the industry they were attached, 40.6 % said they were not going to go back to the firm they were attached during the internship. The result is almost a split decision constituting both positive and negative feedback and could have a dire consequence on the successful experiential learning activities of the students in industry, and to a large extent the S-O IA programme. Van Dorp (2008) showed that the provision of experiential learning activities such as industrial attachment do not necessarily provide a meaningful learning experience due to various challenges that significantly affect the overall quality of the programme.

Table 14: Respondents' Reasons for their Willingness to Go Back to Industry

Reasons for Willingness	***Frequency****	**%**
Good coaching	81	71.1
Good Relations	39	34.2
Conducive Atmosphere	17	14.5
Enough time for interns during training	11	9.6
Total	**148**	

***Multiple Responses**

Further investigations show respondents' willingness to go back to the industry they were attached because they received good coaching from industry (71.1 %); had good relations with industry (34.2 %); and worked in a pleasant atmosphere (14.5 %). Some of the students also said industry made enough time for them in the training (9.6 %). Thus most of the students were willing to go back to the industry they were attached because they received good coaching from industry (71.1 %).

The reasons other students gave for their unwillingness to go back to same industry included lack of motivation, unpleasant nature of the industry, and the need to gain new skills elsewhere. Meanwhile some students also indicated that their work was not appreciated by industry and yet others cited the distance of industry from their residence as reasons for not willing to go back to the industry they were attached. Others further cited lack of industrial resources as their reasons for not wishing to go back to the industry they were attached.

These responses constitute negative feedback from students and give an indication that the various structures cited in the available literature may not have been followed to the letter. Indeed the school-based orientation for students is a package meant to manage the expectations of students regarding what awaits them in industry. The preparation activities if properly done should be enough to get the

students prepared mentally, psychologically and physically for the programme. In making students aware of the objectives, they are expected to gain intrinsic motivation and confidence for the programme (Truelove, 1997).

First, given the enthusiasm students showed in reporting during the first week of the attachment period (75.6%) and the general impression that students are interested and generally have good perception about the industrial attachment activity (Owusu-Acheampong et al., 2014), the lack of motivation expressed could very well imply the lack of extrinsic motivation from industry. It is common knowledge among Technical University students that the S-O IA is not a paid internship. The students should therefore not expect to be paid any money at the end of the period (Ho Polytechnic, 2012; Takoradi Polytechnic, 2014b), although some IA companies reportedly go out of their way to promise the offer of some allowances but fail their promises later (Biney-Aidoo et al., 2014). Such failed promises made in the past could be a contributory factor for student interns to be highly expectant of extrinsic motivation. The result is a pointer that IA placement support continues to emerge as the greatest area of dissatisfaction among student interns as they continue to trek long distances to the industries of attachment, meanwhile available statistics indicated that placement support emerged as the greatest area of dissatisfaction among stakeholders (Donkor et al., 2009).

Table 15: Respondents' General Interpersonal Relationship Experiences in the Industry

Interpersonal relationship experiences	Agree		Not Sure		Disagree	
	Freq.	%	Freq.	%	Freq.	%
1. I related very well with my supervisors in the industry.	189	95.0	1	0.5	5	2.5
2. I related very well with the workers in the industry.	187	94.0	5	2.5	3	1.5
3. I related very well with management.	185	93.0	3	1.5	8	4.0
4. I could easily approach my superiors in the industry for help.	168	84.4	13	6.5	16	8.0
5. The industry staff appreciated my work.	168	84.4	15	7.5	12	6.0
6. The programme afforded me the opportunity to share my problems with industry staff.	127	63.8	22	11.1	45	22.6
7. The programme provided the industry staff opportunity to share their problems with me.	106	53.3	30	15.1	57	28.6

Table 15 indicates that majority (95%) of the respondents agreed with the statement that they related very well with their supervisors in the industry, .5 % were not sure, 2.5 % disagreed with the statement. Ninety-four percent (94%) of the respondents also agreed with the statement that they related very well with the workers in the industry, 2.5% were not sure while 1.5 % disagreed with the statement. Similarly majority (93%) of respondents agreed with the statement that they related very well with management, 1.5% were not sure and 4% disagreed with the statement.

Eighty-four percent (84%) agreed with the statement that they could easily approach their superiors in the industry for help, 6.5 % were not sure while 8 %

disagreed with the statement. Again, 84% agreed that the industry staff appreciated their work while 7.5 % were not sure and 6% disagreed with the statement.

Regarding the statement that the programme afforded the student interns opportunity to share their problems with industry staff, 63.8% agreed while 53% agreed that the programme provided the industry staff opportunity to share their problems with them. The significant ratings from the result constitute positive feedbacks. Indeed the disagreements further go to show that students had individual experiences regardless of their group backgrounds (institutions). The disagreements are also very much in tune with one of the reasons some respondents were unwilling to go back to the industry they were attached. Student interns like any industry worker need to see fairness in the way they are treated by their managers. When they feel that their work is appreciated, it contributes to extrinsically motivate them to perform. It behooves their superiors in the industry, particularly their supervisors to find time to engage them periodically to discuss with student interns various issues and difficulties related to the S-O IA programme (Biney-Aidoo et al., 2014). In a recent study , some student respondents (35 %) also upheld that uncooperative attitude of some industry based supervisors made them find it difficult to participate fully in the attachment process (Owusu-Acheampong et al., 2014).

While it could be noticed from the two sets of results that the respondents may have been more open with the industry staff regarding the sharing of problems, these feedback are still positive and a timely pointer to the happenings in industry during the S-O IA programme. It is possible this information might inform the TUILOs to encourage more interactions between all stakeholders especially between students and the industry staff (Biney-Aidoo et al., 2014).

Table 16: Healthy Relationship Experiences between Respondents and Management

Healthy Relationships Exp. Between Respondents and Management	Frequency*	%
The management team freely interacted with student interns.	199	100.0
The management team was willing to listen to the problems of student interns.	126	63.3
The management team accepted contributions of student interns.	116	58.3
Student interns were assigned roles for which they reported directly to the management.	112	56.3
The management team operated an open door policy.	109	54.8
The management team was ready to share their trade secrets with student interns.	75	37.7

***Multiple Responses**

The result in the Table 16 indicates that all the respondents (100%) acknowledged that the management team freely interacted with student interns; 63.3% accepted that the management team was willing to listen to the problems of student interns; 58.3% said the management team accepted their contributions; 56.3% said that they were assigned roles for which they reported directly to the management and 54.8% acknowledged that the management team operated an open door policy. Only 37.7% agreed that the management team was ready to share their trade secrets with student interns.

In the midst of such professional environment however, it is expected that the student interns will be assigned to a team of professionals including the industry supervisor in the student's occupational area, to mentor, supervise and assess him or her (Donkor et al., 2009). The least such professionals could do is to divulge trade secrets that the student interns need at their level of training. Obviously part of the reason students are sent to industry at that crucial moment in their studies is for them

to discover relevant trade secrets for professional growth and competence. The role of industry is therefore multi-purposed; it includes the practical education / training, practical assignments, mentoring, monitoring, coaching, assessment and exit interview of the interns in the industry (Donkor et al., 2009; Adjei, 2013).

Table 17: Healthy Relationship Experiences between Respondents and Supervisors

Healthy Relationships Exp. Between Respondents and Supervisors.	***Frequency****	**%**
The supervisors were helpful in explaining processes to student interns.	147	73.9
The supervisors were friendly and freely interacted when necessary with student interns.	142	71.4
The supervisors accepted contributions of student interns.	118	59.3
Student interns were placed under industry-based supervisors for assignment of roles and responsibilities during the semester-out industrial attachment.	108	54.3
The supervisors taught student interns trade secrets.	99	49.7
Student interns were placed under industry-based supervisors for weekly assessment during the semester-out industrial attachment.	97	48.7

***Multiple Responses**

The results in Table 17 relate that majority (73.9%) of the students concurred that the supervisors were helpful in explaining processes them; 71.4% agreed the supervisors were friendly and freely interacted when necessary with them; 59.3% admitted that the supervisors accepted contributions of student interns (59.3%); and 54.3% acknowledged that student interns were placed under industry-based supervisors for assignment of roles and responsibilities during the S-O IA.

Meanwhile less than half (49.7%) of the students admitted that the supervisors taught student interns trade secrets, while even less (48.7%) of them agreed with the

claims that student interns were placed under industry-based supervisors for weekly assessment during the S-O IA.

The above result implies that the industry-based supervisors were fair and firm ensuring that respondents operated in a pleasant work environment as expected. The result also implies that students' suggestions and ideas were respected by industry, thus industry can better assess the young and fresh initiatives of the students as they scout for future employees (Takoradi Polytechnic, 2014b). Although the respondents acknowledged that they were placed under industry-based supervisors for assignment of roles and responsibilities during the S-O IA, they refuted the claims that they were placed under industry-based supervisors for weekly assessment. One then wonders how the supervisors ensured the weekly entries TUFSs were expected to make in their logbooks were effectively carried out. The supervisors are those who conduct assessment and are expected to sign a logbook at the end of each week. More so, the students generate their final IA reports and oral presentations from these weekly recordings in the logbook (Takoradi Polytechnic, 2014b; Biney-Aidoo et al., 2014).

Besides, these logbooks are also to be assessed during the visitations from the school-based supervisors and marks awarded (Takoradi Polytechnic, 2014a). Students whose logbooks are not signed by the industry-based supervisors are penalised by the visiting supervisors hence student interns' marks could be affected and this can cause their disaffection for the supervisors (both school and industry-based). Such a development can impact negatively on all the efforts industry and the TUILOs put in place to ensure S-O IA help student interns to foster healthy close relationships with supervisors.

It appears per the results that consistently respondents' feedback on the statements regarding students being taught trade secrets was negative. This is a worrying phenomenon and ought to be revisited so that students can benefit from such relevant trade secrets (knowledge and skills) as applied in industry. Indeed the study upholds that the effectiveness of the internship programme could be assessed based on the degree to which the trainee is exposed to gain skills in three areas; personal skills which according to Karunaratne & Perera (2015) include implicit skills of a person such as creativity, relational skills, problem solving skills and analytical skills, self-confidence and to hold independent judgement. It is the expectation of the TUILO that industry would teach student interns trade secrets related to personal skills in the quest to contribute to the human capital development of the Technical Universities. If industry indeed recognises and commits to equipping TUFSs with such skills (Kumasi Polytechnic, 2013), then this worrying phenomenon ought to be revisited so student interns can benefit from such relevant trade secrets (knowledge and skills). The rational is also to build up the trainees' persona and understanding of individuals and groups in work circumstances (Owusu-Acheampong et al., 2014).

Table 18: Healthy Relationships Experiences between Respondents and Workers

Healthy Relationships Exp. Between Respondents and Workers.	Frequency*	%
The workers were helpful in explaining processes to student interns.	162	81.4
The workers freely interacted with student interns.	155	77.9
The workers were friendly with student interns.	150	75.4
The workers were open to new ideas from student interns.	114	57.3
The workers allowed student interns free access to use machines.	98	49.2
The workers taught student interns trade secrets.	96	48.2
The workers accepted contributions of student interns.	77	38.7
Student interns were placed under industry-based workers for day-to-day direction during the semester-out industrial attachment.	70	35.2

***Multiple Responses**

In Table 18, the results indicate that most (81.4%) of the respondents admitted that the workers were helpful in explaining processes them; similarly 77.9% consented that the workers freely interacted with student interns; 75.4% agreed that the workers were friendly with the student interns while 57.3% said workers were open to new ideas from student interns.

Only a minority (49%) of the students admitted that the workers allowed student interns free access to use machines; 48.2% of the students accepted that the workers taught student interns trade secrets; 38.7% others said the workers accepted contributions of student interns. Few (35.2%) students acknowledged that they were placed under industry-based workers for day-to-day direction during the S-O IA.

Despite the few positive responses from the students, the dismissal by the majority of students that the workers allowed student interns free access to use

machines suggests a mixed feedback. It implies that while some IA companies are committed to the human capital development agenda of the Technical Universities by allowing student interns' use of their facilities, others may not be so committed. The result does not demonstrate the needed commitment from industry as willing collaborators in the human resource development agenda with the Technical Universities. The result is thus worrying as one of the very many reasons why student interns were in industry for the S-O IA was to have access to training with advance machinery and technological equipment necessary for their training. This is so because such facilities are not available in the required quantities in institutions of higher learning (Donkor et al., 2009) due to ever changing nature of required technology in industry. If it is a matter of inadequacy in machinery in the industry, then there could be a well-thought-out schedule that could allow the student interns access to the available machinery which are relevant to their training needs in turns.

Forty-eight point two percent (48.2%) of the respondents accepted that the workers taught student interns trade secrets. This position appeared consistent with the previous concerns on trade secrets expressed by the respondents regarding the management and supervisors. In those cases, the statistics showed 37.7% and 49.7% for management and supervisors respectively. Given that respondents were so helpful in IA companies and related well with the industry staff, especially the supervisors as demonstrated by the respondents upholding the assertion of Biney-Aidoo et al. (2014), it stands to reason to enquire what else the student interns would have to do to deserve full disclosure regarding trade secrets that can help them build their career from that point, in their third year and their future endeavours. It may be appropriate to enter into agreements with industry beforehand with industry on what trade secrets they are willing to teach the student interns. It may also be prudent to match

prospective student interns' learning objectives with the I A companies sourced and what they are willing to train students in so as to anticipate whether the interns are likely to fully benefit from the programme.

Only a few (38.7%) respondents agreed that the workers accepted contributions of student interns. Meanwhile majority (81.4%) of them had admitted that the workers were helpful in explaining processes to student interns and 57.3% said the workers were open to new ideas from the students. Even though it had been reported that occasionally workers and student interns had been caught in rivalry positions in industry (Biney-Aidoo et al., 2014), the statistical information of the first four responses in the Table 18 gives the inclination that this current situation may be substantively different.

Again a few (35.2%) of the respondents acknowledged that student interns were placed under industry-based workers for day-to-day direction during the S-O IA. This is unlikely to happen where the industry-based supervisor is solely responsible for the student interns. However in some cases where there are workers, these workers may be helpful to the student interns. For instance Biney-Aidoo et al. (2014) alluded to the fact that for about 5% of the garment companies, the CEOs had no knowledge of sewing but were good administrators who had one good tailor or seamstress working for them. These workers according to one respondent were the masters who taught them. Again where there are basically no workers, then the student interns have only the supervisors to report to for their industrial practical assignments, mentoring, monitoring, coaching and assessment (Adjei, 2013). In the study of Biney-Aidoo et al. (2014), they revealed that majority of the IA companies did not have permanent (reliable) workers and therefore were lenient with student interns in order to retain them throughout the IA period. They further related that where the companies had

workers too, the seeming leniency the students enjoyed brought tension between students and the permanent workers in very few instances. Thus the CEOs as mangers and sometimes supervisors are to a very large extent responsible for helping to create the right atmosphere in industry to ensure there is a healthy relationship between the staff and student interns. This way, the quest to have the S-O IA help student interns to foster healthy close relationships with workers in industry would be achieved.

4.5 Research Questions 3: What Work Experiences did the Technical University Fashion Students acquire during Semester-Out Industrial Attachment Programme?

Table 19: Work Experiences Respondents Acquired in the Industry

Specialised Area	Skills	New Skill		Old Skill	
		*Frequency**	%	*Frequency**	%
Garment Manufacture	Production	146	73.4	105	52.8
	Designing	115	57.8	64	33.2
	Pattern Development	114	57.2	76	38.2
	Styling	44	22.1	51	25.6
Leatherwork	Designing	2	1.0	1	0.5
	Pattern Development	1	0.5	1	0.5
	Production	0	0.0	0	0.0
	Styling	1	0.5	0	0.0
Beauty Culture	Hair Dressing	0	0.0	0	0.0
	Cosmetology	0	0.0	1	0.5
	Make-up Application	1	0.5	2	1.0
	Styling	1	0.5	1	0.5
Textiles	Designing	6	3.0	5	2.5
	Production	6	3.0	5	2.5
	Packaging	1	0.5	3	1.5
	Sales/ Customer Service	4	2.0	1	0.5
Merchandising	Packaging	9	4.5	3	1.5
	Promo. & Sales Activities	6	3.0	1	0.5
	Customer Service	4	2.0	3	1.5
	Visual Merchandising	3	1.5	1	0.5

***Multiple Responses**

The results in Table 19 indicate that the students acquired skills in all the specialised areas identified which required special knowledge and skills namely; Garment Manufacture, Leatherwork, Beauty culture, Textiles and Merchandising.

Garment Manufacture

The results show that quite a significant number of the respondents (73.4%) acquired work experiences in garment production. This may be partly due to the

respondents' interest, as it is, if not the major course component in the Technical University HND Fashion Design programme (NAPBTEX FDS, 2001). It may also be attributed to the fact that the IA companies willing to accept students mostly need them in the production department to help meet deadlines as the result is consistent with the findings of Biney-Aidoo et al. (2014). In their study 65% of the respondents were put into production in order to meet customer demands, while others (20%) were made to do only alterations or the same schedule until they mastered the skills of sewing. These circumstances may further result in the respondents have their learning reinforced, relatively changed and more experienced after the S-O IA programme (Adjei et al., 2014a.

While 57.8% of the respondents said they acquired new knowledge and skills in designing, 33.2 % of them said they sharpened old knowledge and skills in same. Though this information constitutes a positive feedback, it is unusual. Contrary to this result Biney-Aidoo et al. (2014) report that fashion designing industry in Ghana is not very well developed as student interns hardly get much exposure in designing.

However, in relation to pattern development and production, the result was consistent with that in Biney-Aidoo et al. (2014). About 57.2% of the respondents said they acquired new knowledge and skills in pattern development while 38.2% said they sharpened old knowledge and skills in pattern development. These skills acquisition can help boost the Fashion students' confidence during the pattern development process by quickly blending the use of paper pattern development processes and direct application of measurements on fabrics to obtain production pattern pieces during product manufacture. The feedback on the 57.2% who acquired new knowledge and skills as well as the 38.2% who sharpened old knowledge and skills implies that the knowledge and skills acquired in the classroom are useful in

industry because they fill industry's skill gaps as expected, making the student interns helpful to IA companies' customers (Biney-Aidoo et al., 2014).

In the case of the respondents, the option for styling just as designing becomes a rare occurrence in their line of duty, though the process could further lead to exposure in styling clothing for clients. Styling is a rather regular feature at the design stage in industry since in most cases, the companies' designs are recycled and a lot of customers also already have their own design preferences. The result however implies that most of the respondents were not exposed to such activities. This situation again confirms the stance of Biney-Aidoo et al. (2014) that there is no clear cut method of obtaining lessons in designing (styling) clothing items in the IA companies.

Leatherwork

Table 19 indicates that minimal number of students acquired new skills or sharpened old skills in the leatherwork activities. Two out of 199 respondents (1%) acquired new skills in leatherwork while one (0.5%) sharpened old skills in same. In pattern development for leatherwork, only one respondent (0.5%) acquired new skills and sharpened old skills in leatherwork. One out of 199 respondents (0.5%) acquired new skills in styling leatherworks while one (0.5%) sharpened old skills in same. The inclusion of this course, just as beauty culture and textile, is meant to provide students with knowledge and skills to enhance marketability of goods produced in the fashion industry (CBL/T, 2008-2009).

Beauty culture

With regard to beauty culture, 0.5 % each sharpened old skills in cosmetology and styling while two (1 %) sharpened old skills in make-up application. The inclusion of this course, just as leatherwork and textiles is meant to provide

students with knowledge and skills to enhance marketability of goods produced in the fashion industry (CBL/T, 2008-2009).

Textile

The respondents, 3.0 % each acquired new skills in designing textiles and textile production while 2.5% sharpened old skills in same, while 2.5% sharpened old skills in textile production. One respondent (0.5%) acquired new skills in textiles packaging while 1.5% sharpened old skills in textile packing. One respondent (0.5%) acquired new skills in styling and sharpened old skills in textile styling; 2% acquired new skills in sales and customer service while one (0.5%) sharpened old skills in sales and customer service. Biney-Aidoo et al. (2014) upheld that students who specialised in textiles gained a lot of skills in desired areas. Acquisition of skills in this area is therefore an opportunity to expand career prospects for the Fashion interns.

Merchandising

The respondents, (4.5%) acquired new skills in packing while 1.5% sharpened old skills in packaging. Those who acquired new skills in promotion and sales activities were 3% while one (0.5%) sharpened old skills in same. In visual merchandising, 1.5% acquired new skills while only one student (0.5%) sharpened old skills in same. In customer service rendering, 2% of the respondents acquired new skills while 1.5% sharpened old skills in same. Back in the Technical University, the merchandising course is taught hand in hand with entrepreneurship. The result is consistent with that of Biney-Aidoo et al. (2014). The students recognised that knowing how to administer a fashion business is equally important albeit very few of the respondents pursued it during the S-O IA. The inclusion of this course, just as leatherwork , beauty culture and textiles is meant to provide students with knowledge and skills to enhance marketability of goods produced in the fashion industry (CBL/T,

2008-2009). They also used some aspects of merchandising but did not mention the other related skills acquired in textiles, leatherwork and beauty culture. This result again confirms students' preference for fashion production as reported by (Biney-Aidoo et al., 2014).

The next section sought to find out respondents' views on some organisational issues regarding the programme.

Table 20: Issues on the Organisation of Semester-Out Programme

Organisational Issues	Agree		Not Sure		Disagree	
	Freq.	%	*Freq.*	%	*Freq.*	%
1. Visits made by lecturers to see how students were faring on the programme were necessary	177	88.9	4	2.0	10	5.0
2. Workplace supervisors were the right people to assess students on the S-OIA programme.	168	84.4	10	5.0	16	8.0
3. The competencies on which students were assessed on the S-OIA programme were appropriate.	155	77.9	13	6.5	21	10.6
4. Industry provided teaching/learning materials for students' training during the semester-out industrial attachment.	150	75.4	8	4.0	30	15.1
5. The practice of students finding their own placements was the best approach.	141	70.9	18	9.0	33	16.6
6. The months chosen by the school were appropriate for the S-OIA programme.	134	67.3	18	9.0	31	15.6
7. The duration for the S-OIA programme was adequate.	122	61.3	14	7.0	48	24.1

Table 20 indicates that the majority (88.9%) of the respondents agreed with the statement that visits made by lecturers to see how a student intern was faring on the programme were necessary, 2% of them were not sure and 5 % disagreed with the statement. The result is a departure from the low ratings of approval on similar issue in Donkor et al. (2009). Industrial visits by the institutions to all student interns at

their various places of attachment serve as an opportunity for assessing students in industry and are therefore crucial to the success of the IA exercise.

Contrary to the findings in Oladiran et al. (2012) where student interns complained of inadequate supervision of students by both teachers and supervisors during work experience, the respondents (26.1%) in the current study only complained of inadequate supervision of students by school-based supervisors during work experience. While many of them recommended the need for such visits from school-based supervisors, yet many others asked for more frequent and intensified supervision; at least twice every month or between three to five times before the programme ends. The CBL/T curriculum (2008-2009) for instance emphasises a maximum of three visits to student interns. Thus the respondents by this stance confirmed the need for the supervision, and asked that such visits to be made useful to the interns. Respondents from one institution specifically asked that the Head of Department to check on student interns to appreciate their concerns during the period. Other respondents equally proposed student interns' involvement in their assessment when supervisors from the school visit interns. Thus the present study result is at variance with the position of student-respondents and lecturer-respondents as revealed in Donkor et al. (2009). While in this present study, the students find such visits from school-based supervisors necessary, the respondents in the previous study cited did not find such visits necessary.

In relation to the need for industrial visit by school-based lecturers, the respondents further recommended better student-supervisor relationship through socialisation and interaction with student interns during the visits by lecturers. Despite the difficulties in balancing their assigned heavy teaching duties with supervision (Donkor et al., 2009) and low honorariums due to lack of funding internship

programme, the inability to visit students regularly during IA creates the impression of irresponsibility on the part of the school (Biney-Aidoo et al., 2014). It is therefore heartwarming that the respondents in this study found such supervision from lecturers necessary. Indeed it is to their benefit as such visits should give the student interns some reassurance of their safety and an opportunity to seek redress on difficulties they may have experienced during the attachment period. Such visits also authenticate each student's internship experience (Takoradi Polytechnic, 2014a), shedding light on the plight of the student interns and for the students to stay committed to the programme. Indeed the visits further constitute part of the final assessment (CBL/T Curriculum, 2008-2009; Takoradi Polytechnic, 2014a). There is therefore the need to ensure that supervisors comply with the arrangements regarding these visits. Although there are financial challenges in funding payment for expenses regarding IA supervision coupled with lecturers teaching duties in school (Donkor et al., 2009; Biney-Aidoo et al., 2014), the argument of Biney-Aidoo et al. (2014) that the inability of lecturers to visit student interns during S-O I A creates the impression of irresponsibility on the part of the school is worthy of note. It equally constitutes a violation of the right of the student interns to be assessed fairly and in seeking quick avenues of redress to challenges encountered during the S-O IA programme. It also weakens their morale and to an extent their resolve to cope given their rather youthful age of 20-24 (99.4%). Studies show that the characteristics of the student play a significant role in the practical learning process.

The results further show that majority (84.4 %) of the respondents agreed with the statement that workplace supervisors were the right people to assess students on the S-O IA programme, 5 % were not sure and 8% disagreed with the statement. Thus the majority of the respondents were in firm agreement with the laid down

arrangement of the TUILOs. Indeed, the UTILOs expect the host organisation to assign a supervisor, preferably a professional in the student's occupational area and such a professional is also expected to have direct engagements with the student interns regarding the role of industry in the practical education / training, practical assignments, mentoring, monitoring, coaching, assessment and exit interview of the interns in the industry (Donkor et al., 2009; Adjei, 2013; Biney-Aidoo et al., 2014).

Regarding appropriateness of competencies, most (77.9%) of the respondents agreed with the statement that the competencies on which students were assessed on the S-O IA programme were appropriate, 6.5 % were not sure and 10.6% disagreed with the statement. Though Biney-Aidoo et al. (2014) argued that in the case of their study, there was the lack of a clear cut method of when and how the assessment should be done and by whom in the IA companies, the general competencies addressed in the CBL/T programme for instance include entrepreneurial capacity, and capacity to organise, communicate, collaborate, and interact with and relate to target groups, the market and the world of work (CBL/T, 2008-2009). In the case of the traditional syllabus however, the log book has the method of when and how the assessment should have been be done and by whom in the IA companies, and with the various timelines as well as the competencies clearly spelt out (Takoradi Polytechnic, 2014b). In fairness, the students in disagreement with the statement ought to have been given a hearing even as they were supposed to be part of the evaluation exercise (Takoradi Polytechnic, 2014b).

Majority (75%) of the respondents agreed that industry provided teaching/learning materials for their training during the S-O IA, 4 % were not sure and 15 % disagreed. The result confirmed the view of Biney-Aidoo et al. (2014) that companies received interns in terms of provision of machinery, space, materials,

human resource, time and finances. For some of those companies, the S-O IA provides mutual benefits to the student interns and the IA companies as they need each other. The interns fill in their human resource needs in terms of unpaid workforce. They in turn allow the students to use their facility for the purpose of learning relevant skills and knowledge for observable relative change and more experience (Adjei, 2013).

Considering that such constantly changing technologies are not available for their use in school, it would be unjustifiable to accept the students into the workplace only for them to be kept in the dark about what they ought to be taught. The rationale of industrial attachment after all is to equip students to gain occupational related experience, increase one's professional set of connections and appreciating workplace expectations (Owusu-Acheampong et al., 2014). It is also designed to expose and prepare students in institutions of higher learning for industrial work situations they are likely to meet after graduation (Okorie, 2001).

Beyond that, 4% of the respondents further asked for the use of syllabus and/or attachment plans as teaching guides while 3% also asked for the provision of teaching/ learning materials for after-internship project assignments. Some students further argued that in the absence nice work environments, and lack of training resources, they preferred in-house-based internship to industry-based internship. They subsequently asked for retooling of the Technical Universities to achieve that target. This result is congruent with Okorie (2000) and Olaitan (1996) revealed in Oladiran et al. (2012) that students not having opportunities to operate modern tools and equipment are some of the challenges facing students industrial work experience in developing work force among youths. Yet given the needed resources, the Technical

Universities may end up solving the problems of the nation through the production of relevant skilled labour (Effah et al., 2014).

On the issue of placement, many (70.9%) agreed that the practice of students finding their own placements was the best approach. This result reflects the thinking of the TUFSs on sourcing for attachment placements and vindicates the position of the two of the TUILOs in the matter concerning students' placement sourcing. It appears students from the two institutions sourced for their own placements. The CBL/T curriculum (2008-2009) emphasises on the students searching for a placement that was most relevant for their personal and professional growth. It however directs that the search be done with the support of the IA coordinator for the department, a situation some of the respondents in this study were apparently not satisfied with.

The difficulty of the proposal of students sourcing for their placement is that the students lack the capacity to engage the mostly private sector IA companies as adequately as the TUILOs could do with their qualified staff. Besides, granted that the TUILOs have been engaged in the sourcing of placement for students all these years, they should have links with some of the relevant companies (CBL/T, 2008-2009; Kumasi Polytechnic, 2013; Biney-Aidoo et al., 2014; Takoradi Polytechnic, 2014a). Additionally, they are clearly mandated to do so and are also in a better position to do due diligence on the existing IA companies than students (CBL/T Curriculum, 2008-2009; Ho Polytechnic, 2012; Takoradi Polytechnic, 2014a).

In the interim, the TUILOs may have to allow the students to find their own placements convenient to them as their responses suggested, but they must ensure that the IA companies the students choose are of acceptable standards (Donkor et al., 2009). The reality is that students continue to find difficulty in securing industrial placement (Owusu-Acheampong et al., 2014) when they are given the opportunity to

do so. Some of such host organisations may not readily welcome students fishing for placement opportunities. Going forward, it may be appropriate for all the Technical Universities to engage themselves, and together engage the private sector with proposals on a long term solution to the issue of placement.

Eleven point five percent (11.5%) of the respondents suggested that when selecting a place for students' internship, it should be a place where they can learn new (latest) ideas and relevant skills and knowledge including trade secrets as practiced in the industry. They further asked that student interns should be allowed to work in all departments in the workplace so as to acquire multiple skills. Indeed the respondents' request is in congruent with the reasoning that work-based learning has gained prominence in Technical University education because some skills such as desired by the students are best developed in the workplace (Coll, Zegwarrd & Hodges, 2002 as cited in Donkor et al., 2009). It is noteworthy therefore that the proposals of the students form the basis for their being placed in industry in the first place.

Sixty-seven percent (67%) of the respondents agreed with the statement that the months in which they undertook their internship were appropriate for the semester-out industrial attachment programme, 9 % were not sure about the statement, while 15.6 % disagreed with the statement. The timing of the S-O IA has become more or less a subculture and it may take a long time to make any meaningful changes in that structure. Such changes may only be possible if all the Technical Universities running the Fashion programme agree to adopt a strategy that suits their collective purpose according to their individual academic calendar (Biney-Aidoo et al., 2014).

Several (61%) of the respondents agreed that the duration for the S-O IA attachment programme was adequate, 7 % were not sure and 24 % disagreed with the statement. A further case by case check of the result was tabulated and the following findings emerged: Majority (71.4%) of students from one agreed with their institution about their 6 months (twenty-six [26] weeks) duration of the S-O IA, 9.8% were not sure while 14.2% disagreed about their duration.

A few (28.6%) respondents from another institution agreed with their institution about their 3 months (twelve weeks) duration, 38.1% were not sure while 33.3% disagreed about their duration. The result shows that the students were divided on the current twelve weeks duration of the programme. Those respondents stayed in school during the S-O IA programme and practiced community-based, 'once-a-working-week' for 3 months (twelve [12] weeks) duration S-O IA in the fourth semester. Thus, they went to the industry once a week and attended lectures four days in a week.

Majority (77.3%) of respondents from yet another institution agreed with their school's twelve weeks S-O IA duration while 22.7% disagreed. Thus most of the students were in favour of the 3 months (twelve weeks) duration. Further, few (32%) respondents from one other school agreed with their institution about their 4 months (16 weeks) S-O IA duration, 7.1% were not sure while 50% frankly disagreed with their institution about the duration. It is obvious that most respondents from this group were not in favour of the S-O IA duration currently being implemented in the Fashion department.

In the case of the last group of respondents, most of them (67.5%) agreed with their institution's 16 weeks S-O IA duration, 8.1% were not sure, while 24.3% disagreed. It appears from the results that significant percentages of the respondents

from all institutions with the exception of those from one institution did not like the duration of their attachment programme.

While Grubb and Villenueve (1995) cited in Donkor et al. (2009) asserted that industrial attachment programmes should last at least 16 weeks. Also the likes of Textile students of the University of Moratuwa (UoM) have asked for the extension of their six months duration of the internship programme to twelve months (Kuranaratne & Perera, 2015). Modey (2013) cited in Biney-Aidoo et al.(2014) similarly strongly argued that a full year practical training for Technical University students in Ghana will enable them attain mastery in their skills and also be exposed to a wide array of equipment available in the industry. Inadequate time students spent in industrial work experience to acquire necessary skills is one of the many challenges facing students industrial work experience in developing work force among youths (Okorie, 2000); Olaitan (1996) as cited in Oladiran et al. (2012). Presently, the longest S-O IA period in the Technical Universities is twenty-six weeks approximately six (6) months (Biney-Aidoo et al., 2014).

The Fashion departments and TUILOs may have to seriously engage the Fashion students to review the S-O IA programme so students spend the entire period in industry as their counterparts from other institutions (CBL/T, 2008-2009; Takoradi Polytechnic, 2014a). Students of Technical University offering Secretary-ship and Management Studies have also recently called for an extension of one-month duration for IA to be extended to two months or beyond (Effah et al., 2012). The call for a one year extension by the respondents from the other Technical Universities is also worthy of consideration and substantiates the position of earlier proponents (Modey, 2013) cited in Biney-Aidoo et al., 2014; Karunaratne & Perera, 2015). The above results are also congruent with that of Owusu-Acheampong et al. (2014) for which

they recommended that the Technical Universities review and extend the period for attachment to enable students familiarise themselves better with the operations of the industry.

Further related, 8% suggested more effective organisation of orientation activities such as communication on placement openings, issuance of introduction letters to students to be sent to industry, early announcement of the S-O IA programme, and students' involvement in choosing where to do their internship in so long as such a choice was relevant to their needs. The TUILOs only need to ensure as suggested by Donkor et al. (2009), that the placement is of acceptable standard. These results are congruent with researchers' opinion that students' involvement in taking decisions will help roll out a mutually beneficial S-O IA programme (Biney-Aidoo et al., 2014, Takoradi Polytechnic, 2014a).

Indeed prospective student interns are expected to acquire introductory letters on which a student has to fill in his/her name, programme and appropriately fix the address of the company before submitting to the authorities of the organisation or company (Ho Polytechnic, 2012; Takoradi Polytechnic, 2014a). Presently some institutions have even gone a notch higher by the use of e-methods such as SMPLAI and online application processing in addition to the manual methods (Osman et al., 2008; Takoradi Polytechnic, 2014a).

Some respondents from one institution also proposed that the log books provided for them to record their activities must cover the whole period of internship. Indeed the log books are among the documents students take to start the IA (Ho Polytechnic, 2012; Biney-Aidoo et al., 2014; Takoradi Polytechnic, 2014a) and though the matter the respondents raise may appear as minor issues, they are equally important for which the TUILOs' attention must be drawn.

Respondents further asked for more effective pre-placement orientation educating prospective student interns on the expectations of the Technical Universities as well as industry. The respondents insisted on the need to be given orientation so as to explain the concept of internship to them before they commence the S-O IA programme. They equally requested that industry was informed on student interns' expectations during the internship. The position of the respondents is consistent with the finding of Karunaratne & Perera (2015) which affirmed that internship programmes minimises the expectation gap among all the stakeholders (the Technical Universities, the TUFSs and industry) alike and strengthen the industrial relationship and students' confidence. By considering the suggestions of the respondents therefore all stakeholders may be better served by the programme. The student interns particularly will be going into the industry with a surety of achieving most if not all the set objectives of the programme.

Yet further, the respondents asked the TUILOs to engage with well-resourced IA companies and asked for support for those under resourced. They also asked to be given the opportunity to do the internship in two host organisations (public and private host organisations) in order to have experience from both backgrounds. Similarly, the respondents as well suggested diversity in the IA companies sourced particularly other specialisations (free-hand cutting, making of accessories and mannequins).

Some of the respondents (16.5%) recommended their schools should provide accommodation, transportation and food for the welfare of the student interns. They further suggested that the lack of provision of accommodation was a major challenge for them particularly when they are placed in IA companies outside the region of their institutions. They therefore asked for the school to not only provide accommodation

but ensure it is near to the workplace for the student interns. Without a doubt, this situation places a huge financial burden on students as well as parents and guardians who have to take care of transport, feeding as well as accommodation for the students (Biney-Aidoo et al., 2014). Similarly, other students (26%) asked to be provided with monetary and other rewards as motivation for student interns during the S-O IA programme by industry. These results are congruent with researchers' opinion that students' involvement in taking decisions will help roll out a mutually beneficial S-O IA programme (Biney-Aidoo et al., 2014, Takoradi Polytechnic, 2014a).

Few of the respondents further asked for equity in placement opportunities provided for all the students. This result is consistent with the finding of Okorie (2000) and Olaitan (1996) as espoused in Oladarin et al. (2012) in which they emphasised the apparent disparities between the curriculum contents and experience students were exposed to during work experience.

Student interns are bound to experience such disparities in the work experiences they are exposed to during the internship, given the ways placements are sourced for, the timing and duration of the S-O IA programme per institution. Giving undergraduates an opportunity to experience in a real-world working environment offers a chance for the students to apply theoretical knowledge learned in the earlier years as undergraduates to related, authentic working sites (Hughes, 1998) and it does include time constraints and heavy workloads. Already students are of the opinion that the time they spent in industrial work experience are not adequate to acquire necessary skills, and these add to some of challenges facing students' industrial work experience in developing work force among youths (Oladiran et al., 2012). That notwithstanding, the respondents also asked for free periods to attend to their project

assignments. Student interns ought to be given room to work independently on their project assignments to assess their self-efficacy.

Regarding interpersonal relationship experiences, some respondents (7.5%) asserted that IA companies be reminded of agreed working hours for student interns in the workplace, and that they should stop closing student interns in the night as they are not permanent workers but student interns. This result confirmed the practice of student interns working beyond the normal working hours, as late as 10 pm, on weekends and holidays (Biney-Aidoo et al., 2014). Meanwhile, students under the CBL/T curriculum are supposed to work for at most 6 hours (CBL/T, 2008-2009). Elsewhere student interns follow the normal eight working hours of the host organisation on a five-day week basis during the attachment period (Donkor et al., 2009).

Going strictly by those work protocols, student interns may therefore not expect that they would be overworked during the IA programme. However the reality check here is that the TUILOs particularly should know from the past experiences of student interns, and therefore be able to anticipate that the simulated work environment in school differs significantly from that of the real workplace environment which most students are placed (Roegge, Wentling & Bragg, 1996). They should therefore update student interns accordingly during their school-based orientation. That way, the students would equally anticipate such tough work environments during the internship programme and develop coping mechanisms. The nature of the fashion industry being seasonal implies that from time to time business requires such demanding schedules which in turn form part of the training the TUFSs must necessarily go through for the work environment they will eventually be required to function in anyway. Again the students should be told and early enough so

that their expectation gap would be managed long before they start the internship. Indeed regarding industrial practices, the readings available indicate that experience obtained from classrooms differs from that gained during industrial internships (Kuranaratne & Perera, 2015). Out there in the industry, the workload is laborious and tasking but rewarding for interns who endure due to their career choice.

The respondents yet again proposed that they should be given much time for themselves during attachment. Such favourable treatments could contribute to some students' willingness to go back to IA companies as interns or workers after the S-O IA experiences. Students were unwilling to go back to IA companies to work due to many reasons including too difficult work experiences during IA and/ or due to poor work place environment (Biney-Aidoo et al., 2014). The mere laborious nature of Fashion business particularly 'tedious' production processes as was described by some respondents puts off many interested trainees who lack the intrinsic motivation to endue to the end of such hands-on training programmes.

Further, the respondents recommended that the industry protect their safety (health). This result is congruent with the finding of Oladiran et al. (2012) where some students agreed they had a feeling of insecurity in place of placement due to lack of insurance scheme for student interns and their supervisors. Indeed some Technical Universities insure student interns but expect industry to also ensure the safety of student interns during the IA (CBL/T, 2008-2009; Ho Polytechnic, 2012; Takoradi Polytechnic, 2014a). It is important not to push the student interns to the limit by unfavourable treatments. However the interns ought to also understand that students' industrial work experience is a skill training programme designed to expose and prepare students in institutions of higher learning for industrial work situations

they are likely to meet after graduation (Okorie, 2001), and as such endurance is the key coping mechanism in achieving the purpose of the S-OIA programme.

Regarding student-supervisor relationship and management style, the respondents suggested improvement in student-supervisor relationship and that IA companies give student interns the opportunity to express themselves, listen to their good and not so good experiences, accept their contributions and give their concerns serious consideration. They also asked that management have patience for them, and honour promises made to student interns; not to deceive them. In addition, the students asked industries (management) to listen to workers view and improve on interpersonal relationship with others including interns and clients during the S-O IA programme. The students consequently asked for support from school authorities in having their worse experiences during the S-O IA addressed. This result is contrary to the report by Biney-Aidoo et al. (2014) that there was a very cordial relationship between supervisors and student interns during students' internship.

Contrary to the notion that the largest part of students interns learn to use machines and equipment for the work they do during attachment (Owusu-Acheampong et al., 2014), the respondents complained about access to appropriate sewing equipment in the workplace. Though the respondents' call for help for industry from their schools (which do not have such facilities in the first place) could not be justified, it was timely as it lends support to the recent public discourse on retooling of the Technical Universities and its impact in job creation (Daily Graphic Editorial, 2017; Kale-Dery, 2017).

Regarding assessment and related issues, 2.5% respondents from two different institutions particularly recommended that the institutions evaluate students' internship using projects assignment, students' assessment book and written reports

on the S-O IA programme. These instruments further serve as tools for qualitative and evaluative research tools on the S-O IA programme (CBL/T, 2008-2009: Donkor et al., 2009; Ho Polytechnic, 2012; Takoradi Polytechnic, 2014a). The result is also consistent with the findings of Biney-Aidoo et al. (2014) and substantiates the position of the CBL/T curriculum (2008-2009). The respondents (7.5%) further added that student interns be given materials to do the project assigned. It is evident that the students are financially burdened, and need help in bearing the cost of the materials required to design and produce the project assignment. The position underscored the view of Olaitan, Igbo, Nwachukwu, Onyemachi and Ekong (1999 as cited in Oladiran et al., 2012), that institutions spend time theorising at the expense of developing practical skills among the youths because of lack of materials and facilities needed to infuse in youths the needed skills.

The respondents' proposal that they should be allowed to sew what they want to sew, and be given enough time to work on their projects is to an extent tenable, but the students may also have to strategize within the time limits they are given. Even though it is obvious that they need proper training schedules to cover all that they are expected to achieve including their own learning objectives, they have to strive to make the most of the time they have. That could further impact on their recommendation that students need be taken to public institutions for some time then private, to have a feel of both environments is possible. Indeed Biney-Aidoo et al. (2014) showed that just few public establishments are available as IA companies. As a result the current study in Table 7 (p. 72) revealed that majority of the students had their attachment with private host organisations (92%). Indeed only few of the respondents (8%) had their attachment with public host organisations. Besides where student stated clearly that their learning goals required that they went to more than

one IA company, they had been obliged to do so and reported on same (Biney-Aidoo et al., 2014).

The respondents' proposed that students should be sent to better IA companies where the CEOs and the staff have at least have HND (or degree) qualification in fashion. This is consistent with the strategy applied in the case of the one of the institutions in the placement of the TUFSs (Biney-Aidoo et al., 2014).

Supervision in the industry as had been established is done mainly by supervisors under whom students work. The call by the respondents that assessment in industry should be carried out by an industry-based supervisor, not the manager is therefore legitimate. However it turned out that there were instances where the CEOs who had also doubled as managers of their own companies acted as supervisors since most of them operated on small scale (Biney-Aidoo et al., 2014).

4.6 Research Question 4: Was the Semester-Out Industrial Attachment Programme useful to the Technical University Fashion Students?

This section sought to find out the extent respondents perceived the semester-out industrial attachment programme as useful to them.

Table 21: Usefulness of the S-O IA to the Respondents

Usefulness of S-O IA to the Respondents	Agree		Not Sure		Disagree	
	Freq.	%	*Freq.*	%	*Freq.*	%
1. The S-O IA programme created opportunities for me to transfer knowledge gained in the lecture hall to real world of work.	177	88.9	11	5.5	6	3.0
2. The S-O IA programme helped me to solve real industrial problems.	177	88.9	6	3.0	9	4.5
3. The S-O IA provided more opportunity for me to understand many things learnt in abstract in fashion Design at the Polytechnic.	177	88.9	9	4.5	7	3.5
4. The S-O IA provided more opportunity for me to know of the contribution of industry to national development.	167	83.9	18	9.0	6	3.0

As presented in Table 21, the majority (88.9%) of the respondents agreed that the S-O IA programme created opportunities for them to transfer knowledge gained in the lecture hall to real world of work, 5.5 % were not sure about the statement and 3 % disagreed with the statement. Similarly, the majority (88.9%) of them also agreed that the S-O IA programme helped them to solve industrial problems, 3 % were not sure and 4.5 % disagreed with the statement.

Apart from helping to evaluate teaching and learning and to assess whether it is in consonance with the expectations of industry (Takoradi Polytechnic, 2014b), these opportunities helped boost the confidence of students. The two results validate the findings of Biney-Aidoo et al. (2014). The respondents in this study as well as in other study cited have been useful in the production section in the IA companies in

the production of clothing. Consequently, Biney-Aidoo et al. (2014) asserted that the students in fashion production specialisation are among TUFSs who are much sought after for internship and employment opportunities.

Yet again, majority (88.9%) of the students agreed that the S-O IA provided more opportunity for them to understand many things learnt in abstract in Fashion Design at the Technical University, 4.5 % were not sure, and 3.5 % disagreed with the statement.

It thus appears that the respondents went through some capacity building regarding old skills they had learnt in abstract in school. For instance, regarding production and meeting deadlines of consumers, the respondents who were placed in the line of production have an opportunity to put into practice customer service dictates such as the right of the consumer in having product when they really need it; the philosophy of supply chain management (SCM) which comprises the "collection of actions required to coordinate and manage all activities necessary to bring a product to market" (Abend, 1998, p.48 as cited in Burns, Mullet & Bryant, 2011, p.31). The result is consistent with Biney-Aidoo et al. (2014) findings that textiles student interns were able to do a lot of things they could not do before, and were confident to work on their final year projects. The students had thus relatively changed and had gained more experience as compared to their earlier competency level in school through the opportunities provided by the S-O IA programme in consistence with the assertion of Adjei (2013).

The result further indicates that majority (83.9%) of the respondents agreed S-O IA provided more opportunity for them to know of the contribution of industry to national development, 9 % were not sure and 3 % disagreed with the statement. This is very much in line with the position of Adjei (2013) that industry is supposed to

mentor, monitor and coach the TUFSs whiles offering them practical experience during IA programme. That way, industry contributes to national development in the training of the human capital resource needed for enhanced productivity in the fashion industry in several ways. The statistical evidence in the result indicates that the findings generally agreed with current findings which recognise that the S-O IA provided more opportunity for students to know of the contribution of industry to national development. Biney-Aidoo et al. (2014) for instance reported that as a result of usefulness of the student interns, they were being sought after by these IA companies not only as interns even after the IA period had ended, but also for permanent employment in those IA companies. Thus industry contributes in creating job avenues for the students. The students upon graduation could choose to fill those job avenues as permanent workers, a situation most fashion graduates reportedly turn down because they would rather opt for well-established companies. They also reportedly refuse the opportunity of employment in the IA companies because of low remuneration, labour intensiveness and poor workplace environment (Biney-Aidoo et al., 2014).

Thus the IA companies through the S-O IA programme also contribute to adding value to the TUFSs by providing familiarity with professional practice, raising graduate labour-market value and enhancing the students' maturity before returning to the final year (Biney-Aidoo et al., 2014). Notwithstanding the contributions of IA companies to making the IA experience beneficial and worthwhile to the TUFSs, there are issues when it comes to industry paying attention to individual student interns' learning objectives and training needs during S-O IA as is evident in the general results.

Table 22: Contributions Industry makes to National Development

Contributions of industry to National Development	*Frequency**	%
TUFSs were prepared to be absorbed into workforce related industries.	175	87.9
TUFSs' problem- solving skills were developed	150	75.4
TUFS' job- related skills were enhanced	145	72.9
The communication skills of TUFS were improved	140	70.4
Industry created avenue for jobs	137	68.8
TUFSs learnt the use of modern machine and technology	134	67.3
Industry contributes by training the future workforce of the nation's fashion industry at no cost to the Technical University	77	38.7

***Multiple Responses**

Table 22 indicates that the majority (87.9%) of the respondents acknowledged that industry helped prepare TUFSs to be absorbed into workforce related industries; 75.4% admitted that industry helped develop TUFSs' problem solving skills; 72.9% recognised that industry helped develop TUFSs' job-related skills; 70.4% accepted that industry helped develop TUFSs' communication skills; 68.8% recognised that industry created avenues for job creation and 67.3% agreed that industry provided TUFSs training in the latest industrial machines and technology. However only a minority (38.7%) of the respondents agreed that industry contributed by training the future workforce of the nation's fashion industry at no cost to the University.

The results show that majority of the respondents were in agreement with most of the statements attributed to the contributions industry made to the human capital resource development effort of the Technical University through the S-O IA programme. The results substantiated in many instances the points made earlier in the opportunities for respondents to know of the contribution of industry. It was a further recognition of the involvement of IA companies in the S-O IA programme in general and the significance of the contribution of the IA companies particularly to the TUFSs' development through experiential learning opportunities.

However, with the agreement of only a few (38.7%) of the respondents that industry contributed by training the future workforce of the nation's fashion industry at no cost to the Technical University is a concern. The response implied that majority (61.3%) of the respondents did not agree that industry contributed by training the future workforce of the nation's fashion industry at no cost to the University. This result is however inconsistent with the findings in Biney-Aidoo et al. (2014) which suggested that companies do so much as they prepare to receive student interns in terms of provision of machinery, space and materials, human resources and also offer their brands are articles for students' practical training. They further held that some of the IA companies motivate the interns (with money and gifts). Besides, in terms of cost, it is common knowledge to the respondents that industry does not generally demand payments for accepting to train the TUFSs who benefit from trainers and facilities including other training materials. Indeed the cases of such happenings according to Biney-Aidoo et al. (2014) are very negligible.

Table 23: Challenges of the S-O IA Programme

Challenges	Agree		Not Sure		Disagree	
	Freq.	**%**	***Freq.***	**%**	***Freq.***	**%**
1. Limited access to machines and equipment to work with.	51	25.6	6	3.0	135	67.8
2. Industries were not open about their trade secrets during the attachment programme.	44	22.1	16	8.0	132	66.3
3. Too much time spent in finding placement.	45	22.6	10	5.0	136	68.3
4. Supervision from workplace supervisors was not effective.	31	15.6	13	6.5	118	59.3

***Multiple Responses**

Table 23 shows that very few (25.6%) agreed that they had limited access to machines and equipment to work with, while 67.8% of them however disagreed with the statement and 3% were not sure about the statement. Similarly, 22.1% of students agreed with the statement that industries were not open about their trade secrets during the attachment programme, while many (66.3%) of them disagreed with the statement and 8 % were not sure about the statement.

While 22.1%) agreed that they spent a lot of time in finding placement for attachment, a most (68.3%) of them disagreed with the statement and 5% were not sure about the statement. Again, though some respondents (15.6%) agreed with the statement that supervision at the workplace by industry-based supervisors was not effective, slightly more than half (59.3%) disagreed with the statement, and 6.5 % said they were not sure about the statement.

The statistical evidence in Table 23 shows that in each case, the percentage of students who agreed with the statements of challenges of the S-O IA programme ranged from 25.6% to 15.6% while those who refuted the claims ranged from 67% to 59.3% respectively. Consequently at least 15.6% (and more in other cases) of the respondents acknowledged there were challenges presently militating against the S-O IA programme in the four areas indicated in Table 23.

Significantly, most (67.8%) of the respondents disagreed with the statement that student interns had limited access to machines and equipment to work with. This result is however inconsistent with the earlier result where a little below half (49.2%) of the respondents admitted in Table 19 (p. 99) that the workers allowed student interns free access to use machines. Compared to the present result under discussion, there is an increase of 18.6% of the students admitting to having unrestricted access to

machines and equipment to work with. Suffice it to say that the response level was relatively low in the earlier case.

While fewer respondents affirmed earlier the statement about workers allowing student interns free access to use machines (49.2%), the same item whipped up the interest of students recording 67.8% responses. A further case by case check to further appreciate the bases for the dynamics revealed the following trend: first group of respondents (10 % Agree; 33.1% Disagree); second group of respondents (4% Agree; 6.5% Disagree); third group of respondents (8.5% Agree; 2.5% Disagree); fourth group of respondents (2% Agree; 8. 5% Disagree); fifth group of respondents group of respondents (1% Agree; 17% Disagree).

Thus a careful study of the response trend shows that comparatively 8.5% of the 11% of the third group of respondents agreed that student interns had limited access to machines and equipment to work with. On the other hand, majority of the other respondents from the remaining groups of respondents on case by case bases disagreed with the statement on students being denied access to machines and equipment to work with. Although the number of respondents involved may appear insignificant, it constituted more than a quarter of the sample of the study cumulatively. The group also constituted a large number of respondents from one institution; hence it remains a significant issue that ought to be attended to by the TUILO and by extension the Technical University.

The decision to send students to particular IA companies may not be an issue at all, given that it is what many, including Dreyfuss (1990) and Lozadea (1999) (as cited in Donkor et al., 2009) advocated that as remedy for students' difficulty in finding placements for S-O IA programme . As said earlier, the S-O IA programme is a unique programme for TUFSs to make the most of industry by devoting enough

time and having 'unrestricted' access to advance machinery and technological equipment necessary for hands on training. The restriction of access to such available facilities for training in industry therefore defeats the very essence of the students being in industry. This is so because such facilities are not available in institutions of higher learning (Donkor et al., 2009) such as the Technical Universities, as a result of ever changing technology in industry, due to lack of funding.

A high percentage (66.3%) of the respondents refuted the statement that industries were not open about their trade secrets during the attachment programme, while a few (22.1%) agreed with the statement. Here again, the respondents were not consistent with an earlier claim they made regarding the same subject although the earlier item was in relation to the management, the supervisors and workers in industry. Earlier a little below half (48.2%) of the respondents accepted that the workers taught student interns trade secrets. In the case of the management the statistics show that only 37.7% of the respondents accepted that the management taught student interns trade secrets and only 48.2% of them accepted that the supervisors taught student interns trade secrets. The students need those trade secrets ('technical-know-hows') to professionally carry out their projects in the third year in particular, and in building their fashion career in the future.

Whereas a few (22.1%) of respondents agreed with the statement that they spent a lot of time in finding placement for the semester-out industrial attachment, most of them disagreed with the statement. This result is contrary to situations elsewhere when greater percentage of students had difficulty securing an industry for attachment (Owusu-Acheampong et al., 2014; Donkor et al., 2009). This is a refreshing submission and constitutes a positive feedback. There is evidence that some of the Technical Universities have already entered into such collaborations with

some private companies (also referred to as IA companies) for students to apply to during the S-O IA programme (Kumasi Polytechnic, 2013; Biney-Aidoo et al., 2014). Hence, the hint from this result of available placement options for some students, coupled with the decision for students to source for placement opportunities close to their residences. Biney-Aidoo et al. (2014) also attributed the improvement in the stability of students in companies and by extension students' placement options as a result of the departmental liaison coordinator gaining more experience in connecting students' training needs with IA companies.

All students who embarked on any of the official IA programmes were expected to be supervised and assessed (Takoradi Polytechnic, 2014a). In industry, assessment is done mainly by supervisors under whom students work (Biney-Aidoo et al., 2014). However according to recent findings only 10% IA companies have separate supervisors or production managers to do student assessment (Biney-Aidoo et al., 2014). Some respondents (15.6%) agreed with the statement that supervision from workplace supervisors was not effective, thus upholding the findings in Biney-Aidoo et al. (2014). Contrary to that stance, a high percentage (59.6%) of the students refuted the claim when they disagreed with the statement that supervision from workplace supervisors was not effective.

Having sustained the position of the TUILOs and that of Biney-Aidoo et al. (2014) earlier that industry-based supervisors were the right persons to supervise the student interns, it was reassuring that majority of the students further acknowledged the work of the supervisors by refuting the statement that supervision from workplace supervisors was not effective. If there was the need to give the supervisors who in some cases are the CEOs of the companies (Biney-Aidoo et al., 2014) instructions on what should be done, then those instructions should be clearly spelt out during the

initial deliberations and in the documents that support their engagements with the Technical Universities.

A stronger pointer yet to this realism is in the findings of Biney-Aidoo et al. (2014) which revealed among other related details that some CEOs have no professional knowledge of the core business of fashion they were operating, and yet they were the supervisors in their companies. Then again they had no time to attend to students' training needs because they had to carry out lots of rounds (administrative work) to keep their businesses going. From such supervisors one can expect that supervision may be ineffective. More so when the readings point out that only 10% had separate supervisors or production managers to do assessment. Assessment was based on competencies taught by the supervisors under whom students worked in industry. Meanwhile, the industry-based supervisors assigned the interns were expected to be professionals in the students' occupational area, to mentor, supervise and assess them (Donkor et al., 2009). For the supervision to have been real, such professionals were expected to have direct engagements such as practical assignments, mentoring, monitoring, coaching, assessment and exit interview of the interns in the industry (Adjei, 2013).Even though they were a few (15.6%), the claim by this group of respondents that supervision in the industry was not effective constituted a negative feedback which could have made the whole S-O IA a deception and a total waste of resources.

The point to note is that the desired outcome of S-O IA for the student's learning to be reinforced, relatively changed and more experienced (Adjei, 2013) cannot be attained if almost 25% experience such challenges as indicated above. The target for such desired human capital development according to Adjei (2013) is for each and every student who goes through such an experiential opportunity to attain

the desired outcome. These statements of facts regarding the free access to machines and equipment to student interns to work with, the openness about industries' trade secrets to students during the attachment programme, the amount of time (a lot) spent by students in finding placement and the ineffective supervision of the S-O IA programme from workplace supervisors subsequently remain as significant challenges militating against the S-O IA programme.

Table 24: Usefulness of the Skills Learnt in Respondents' After-S-O IA Project

Area	Skills	*Frequency**	%
Production/ Sewing	Used industrial straight stitch for sewing Used industrial embroidery stitch for sewing	36	18.1
Pattern Development	Used free-hand cutting pattern development Used modelling as a means for pattern development	23	11.6
Finishing	Used skills acquired to finish designs Worked hand embroidery on designs. Used major finishing tools to finish styles	22	11.1
Product Design	Used CAD in rendering design and Illustrations	20	10.1
Presentation	Used visual merchandising skills for presentation. Applied labels in styles	18	9.0
Styling	Used styling ideas to fine-tune styles made	13	6.5

***Multiple Responses**

Table 24 relates that even though the Technical Universities asked the students to submit attachment reports (CBL/T, 2008-2009; Ho Polytechnic, 2012; Takoradi Polytechnic, 2014 a; Takoradi Polytechnic, 2014b; Biney-Aidoo et al., 2014), not all of them tasked the respondents with an after-S-O IA project assignment therefore not all the students responded to the item. Consequently, only respondents from the one Technical University (18.6%) responded to the item. Therefore this aspect of the result may directly apply in principle to only those respondents. That

notwithstanding, the result generally points out to one of many ways TUFSs put the skills acquired during the S-O IA programme to use.

Given all the resources (time and money) invested into the human capital development efforts such as the S-O IA programme of the Technical Universities, it was highly commendable that the TUILOs (of Accra, Ho and Takoradi Fashion departments of the respective universities) make the students account in concrete terms for the skills and knowledge acquired as part of the assessment of the programme. This strategy of assessment is consistent with the assertion of Amponsah et al., (2014) that any successful internship programme should have a comprehensive assessment in ways that allow for the interns to be reflective of their experiences.

Subsequently, 18.1 % of the respondents used skills in the area of production or sewing and skills acquired in manipulating the industrial straight stitch and embroidery sewing machines for the construction of items designed respectively; 11.6% of the respondents said they used skills in free-hand cutting method and draping in generating patterns while 11% used skills acquired in finishing techniques like hand embroidery and the use of finishing tools to finish their projects. In the area of product design, 10.1% of the respondents said they used knowledge and skills acquired in computer aided design (CAD) in creating designs and related illustrations for the project assigned. Some (9 %) of the respondents held that they applied labels in their projects and also used visual merchandising skills acquired in the presentation of their works. Others (6.5%) used styling ideas acquired to fine-tune designs made.

The students basically used skills mainly related to garment manufacture, confirming the findings of Biney-Aidoo et al. (2014) that students on S-O IA were put directly in the production section of all types of clothing items. This result confirms students' preference for fashion production (Biney-Aidoo et al., 2014).

In a related study, 57.3 % respondents indicated that they learnt to use machines and equipment while on the job (Owusu-Acheampong et al., 2014). Though some industries are sometimes reluctant to grant free access to their machines and equipment for fear of damage due to improper usage, accidents and possible decrease in productivity (Donkor et al., 2009), it was refreshing that notwithstanding these fears, industry allowed the students to acquire skills in manipulating the industrial straight stitch and embroidery sewing machines. The further use of those skills by the respondents in the project assignment was also commendable and confirmed that those related skills were relevant and beneficial to the students in the execution of their work. That way, they become even more conversant with the use of such facilities in industry.

Few (11.6%) of the respondents used new skills such as free-hand cutting method and modeling in generating patterns. Students are mostly exposed to flat pattern making skills in school at that early stage of their studies. However industry, particularly the small scale practitioners use the direct application of measurements on fabric popularly referred to as free-hand cutting method for generating patterns. A few others also use modeling (using dress forms) and existing master patterns in addition to generate patterns for production. Both of the two skills (i.e. free-hand cutting and modeling) are practically taught and applied to the HND Fashion Students in the year of specialisation (third year) in school (NABPTEX FDS, 2001; CBL/T, 2008-2009). Although it was introductory for the students at that stage and so required constant practice from respondents to acquire the competency required, 11.6% used these skills to produce their project assignment, while the remaining students mainly used the flat pattern method acquired back in school to generate the necessary patterns.

Eleven percent (11%) of the respondents used skills acquired in finishing techniques like hand embroidery and the use of finishing tools to enhance the appearance of their projects; 9 % of the students indicated that they applied labels in their projects used visual merchandising skills acquired in the presentation of their works as well. It does appear from this result that in reality all the IA companies were not equally endowed in all the technological equipment the students needed for their training in industry. Therefore only few set of students got the experiential opportunities in those IA companies (Kumasi Polytechnic, 2013).

Even though the results pointed to respondents' having had a lot to do as they were put directly in the production section is consistent with the finding in Biney-Aidoo et al. (2014), the result showed that the respondents under-utilised the skills and knowledge (both old and new) acquired during the work experience. Perhaps if a buffer period is created for students to work together under their course lecturers back in the Technical Universities, they could benefit from one another's shared IA experiences, thereby include such shared skills, particularly in the execution of the projects assigned and their general presentation. It is common knowledge that various IA companies specialise in variety of fashion undertakings (Kumasi Polytechnic, 2013). It is only when opportunities are created for student interns to share their individual experiential skills that they could further enhance upon the execution of their individual project assignments. They could also benefit in terms of supervision from their course lecturers in the execution of the assignments.

Again, 10.1% of the respondents used relatively new design related skills acquired such as computer aided design (CAD) in rendering designs and generating illustrations of the designs for the projects assigned, while 6.5% of the respondents used styling ideas acquired to fine-tune designs made. This result suggestively

confirmed the assertions of Biney-Aidoo et al. (2014) that student interns who were put into production also get some exposure in other related areas of specialisation. As for the area of designing, they emphasised that most of the IA companies do not have design departments for students to fit into and that there was no clear cut method of obtaining lessons in designing. Even though the non-existence of such departments suggested the absence of skill acquisition in designing like drawing, computer skills, sketching and illustration, customers' design preferences applied in designing in industry may have endowed these respondents with those styling experiences they claimed to have used to fine-tune their designs (Biney-Aidoo et al., 2014).

The respondents indicated that they used presentation skills and knowledge acquired during their presentation, they did not mention detailed modes of skills they used. It may be appropriate for the TUILOs and the departments of Fashion to insist that for such assessment exercise students took a look at and applied up-to-date skills and knowledge as applied during fashion presentations on the world fashion stage. In the 21st century, designers (entrepreneurs) of repute apply multiple ways of showing their designs for recognition. Burke (2008) identifies branding as one of seven marketing strategies to sell their products to their potential customers. She also mentions advertising forms such as fashion runways as a means to inform customers of new products. Student-designers may therefore be encouraged to use project runways for such endeavours. In the case of the TUFSs, these skills and knowledge could be of significant help in presenting their final collection in their final year as well. Such platforms could be the experiential opportunities the students need to show their acquisition of industrial work experience, attitude, and competencies; a result of human capital development (Adjei et al., 2014). Suffice it to say though that generally, the students' learning in clothing production could have been reinforced,

relatively changed and more experienced (Adjei, 2013) as far as the manipulation of those machines and equipment cited and the application of skills in designing, styling, pattern development, finishing and presentation were concerned.

Table 25: Usefulness of Skills Learnt in Fashion Show Collection Production

Specialised Area	Skills	*Frequency**	%
Garment Manufacture	Production and Finishing of Clothing	59	29.6
	Product Development	30	15.0
	Product Design	27	13.5
	Speed work	4	2.0
	Presentation	1	0.5
Textiles	Production of fabrics	1	0.5

***Multiple Responses**

Table 25 shows that the skills respondents cited were mostly in garment manufacture (fashion production) and textiles areas of specialisation respectively, and only 46.2% of the total sample studied answered the item.

From the 46.2% respondents, only one respondent (0.5%) said the skills acquired from industry were useful in the production of textile products (tie & dye, embroidered and applique fabrics). The remaining respondents (45.7%) identified several skills obtained from industry which were useful in the production of various fashion products of varying categories and skills for embellishment of the various clothing produced as shown in Table 26.

Given that the data was collected between December and January (the first and early part of the second semesters in the Technical Universities under the study), the percentage of students who responded to this item of inquiry compared to those who did not respond is unacceptable, and casts uncertainty on the students' training towards professionalism (working within timelines).

In Table 25, the respondents (29.6%) mentioned the various skills they used in the production and finishing of the various categories of clothing they produced. Some of the respondents (15%) used product development ideas for the generation of patterns for their work while others (13.5%) used product design skills acquired in producing their final collection. A few of them (2%) improved on their speed levels in their general production process output; 0.5% used presentation skills acquired to present her collection; another respondent (0.5%) used the skills acquired in the production of assorted fabrics for his final collection.

The respondents mentioned that product design skills they acquired and used in producing their final collection included improvement in creativity and design analytical skills, and other techniques acquired on the job. While a few of the respondents admitted improved creativity in their designing skills, yet a few others specifically said they used techniques such as the use of lace and other fabrics in the design of garments. One further said she used beads and cords in the design of her collection while another said she applied design methodology learnt in the designing of the collection. Yet another respondent said 'I designed and conducted the analyses on my own.'

In relation to garment manufacture, few of the respondents used the free-hand cutting approach and pattern grading for the generation of production patterns for both simple and elaborate designs. Many respondents acknowledged they had used and/or intended to use the free-hand cutting approach in pattern development and the cutting out of their designs. For instance, one respondent indicated 'the use of free-hand cutting increased my speed.' Another respondent further stated, "I used the grading skills to style for my models. I did not have to draft fresh bodice blocks for each of them."

The respondents further said they acquired and used various skills in the production and finishing of the various categories of clothing in their final collection. The fashion production skills they mentioned included the adherence to observed processes of constructing various clothing items such as soft dresses and tailored ones. They also cited the use of tools and equipment such as the serger, ordinary and digital embroiderers, industrial cutting and straight stitching machines. The respondents also mentioned the acquisition and use of sewing techniques such as the application of stones to trim 'Cinderella-shoes', and also techniques of fixing variety of zips with the regular presser foot of the regular sewing machine. Regarding finishing, some respondents mentioned the use of industrial digital embroidery as well as hand embroidery tools for their projects. Some respondents used skills such as bead work, and hand embroidery on their designs, and the use of sewing findings such as cords and beads to produce whole garments. Others also mentioned the use of assorted findings such as beads, cords and ribbons to embellish the clothing produced.

Regarding presentation of collection, one respondent acknowledged an improvement in her presentation skills as she intended to apply the skills acquired during the programme in the presentation of her collection. Further, one other respondent mentioned that the use of skills acquired had been used in the production of assorted fabrics such as tie-dye on large scale, fabrics with applique (motifs), batik and woven textiles for his final collection. In a study elsewhere, a high percentage (91.2%) of respondents validated the fact that industrial attachment experience made them familiar with work processes (Owusu-Acheampong et al., 2014). In both studies results (the current study and that of Owusu-Acheampong et al., 2014), the familiarity with work process had resulted in helping the students to practice what they learnt in the industry. The foregoing further confirmed the assertion of Biney-Aidoo et al.

(2014) on the competences students in production acquire on the job. Further, even though not all respondents ventured into textiles production per say, some of them used such findings (example beads, laces, cords and ribbons) which they could ordinarily use for trims to create main fabrics for their designs. Thus the result also supported the argument of Van Dorp (2008) that the rationale of industrial attachment is to among others equip students to gain occupational related experience.

Table 26: Other Things Respondents can use the Skills Acquired to do in Area of Specialisation

Specialised Area	Skills	*Frequency**	%
Textiles	Fabrics Design and Production	76	38.2
	Embroidery Designing and Bead making	18	9.0
	Designing and Sewing of Bridal gowns	15	7.5
	Knowledge of the use of Machinery	7	3.5
Merchandising	Customer relations	14	7.0
Beauty Culture	Bridal make-up	3	1.5
Leatherwork	Footwear manufacturing	1	0.5

***Multiple Responses**

In Table 26 the results relate that a few (38.2%) of the respondents indicated that skills acquired in textiles could be used in fabrics design and production. Others (9%) further said the skills acquired in the area of garment manufacturing could be used in embroidery designing and bead making. a few others (7.5%) said the skills could be used for designing and sewing of bridal gowns while 3.5% said the knowledge of the use of machinery acquired could be used in the area of garment manufacturing.

Table 26 further indicates that respondents (7%) acquired merchandising skills that could be used in managing customer relations while a few respondents (1.5 %)

acquired skills in beauty culture for bridal make up. Another respondent (0.5%) said the skills acquired can be used in footwear production.

The results show a response range from 38.2% to as low as 0.5% and in each case of the five areas of specialisation, less than average of the students were able to indicate other things they can use the skills found useful to do in each area of specialisation.

Despite the low responses, the results clearly show that respondents in all cases recognised there were other things they could use the skills acquired to do in each area of specialisation. Some of them acknowledged that the skills acquired in textiles could be used in fabrics design and production; in garment manufacture (fashion design, development and production), the making of embroidery designing and bead making; and in the designing and sewing of bridal gowns. Others similarly agreed that the knowledge acquired on the uses of machinery could be used in the area of fashion design, development and production.

The respondents also acknowledged that the skills acquired in merchandising and beauty culture could be used in managing customer relations and bridal make up respectively. Lastly in leatherwork, a few of the respondents said they could use the skills acquired in footwear production.

From the foregoing, it could be well argued that the S-O IA programme helped the TUFSs not to only gain insight into the operational aspect of the industry, but it also helped them gain occupational related experience as well as in the business of fashion in the five broad areas of specialisation. They also became conversant with some aspects of fashion design, development and production processes critical for their career growth. Their experiences also helped them to appreciate the relevance of

what they learnt at school and industry, to practice both sets of skills and to further appreciate their use in future assignments in their fashion career. Thus the result supports the argument of Van Dorp (2008) that the rationale of industrial attachment is to equip students to gain occupational related experience.

4.2.6 Non-Beneficial Skills learnt by Respondents

Fifty point seven percent (50.7%) of the respondents answered an item which sought to know from the respondents which of the skills learnt were not useful to them. Some (46.2%) of them indicated all the skills learnt were useful. However other respondents (9.5%) found some aspects of the skills learnt not useful. Such non-beneficial skills were named as embroidery, packaging, 'tedious' construction method (sewing in round method), pattern grading and screen printing. Others were flat methods of sewing, the production of overalls and military uniforms.

The result obtained showed that students got to learn skills other than those immediately useful to them in their project work. This finding further confirms the assertion that students placed directly into production do a lot of things including getting exposed into other areas of specialisation though related (Biney-Aidoo et al., 2014). All the skills mentioned by the respondents were related to and useful in clothing manufacture. Even though the respondents said they found them not useful in their areas of specialisation for their project work, they may be generally beneficial to the UTFSs in their future career. There is nothing wrong in learning skills that may useful in the immediate future in so far as the skills needed immediately were not sacrificed for those future ones.

Table 27: Respondents' Unmet Expectations of the Industry

Specialised Area	Skills	*Frequency**	%
Garment Manufacture	Construct various stylings of tailored men's clothing	41	20.6
	Construct various stylings of female wear including bridal wears	19	9.5
	Make different kinds of bags and Hats	16	8.0
	Acquire the skill in free-hand cutting	15	7.5
	Acquire the knowledge and the use of assorted industrial machinery	15	7.5
	Learn how to make patterns using draping method	12	6.0
	Learn design development	6	3.0
	Work in the sampling room	1	0.5
	Work in the industry as supervisors to their mates	1	0.5
	Learn how to cut using commercial patterns	1	0.5
Merchandising	Manage the fashion business	5	2.5
Textiles	Design and produce fabrics using various techniques	3	1.5
Beauty Culture	Learn make-up application	3	1.5
Leatherwork	Learn to design and produce clothing items using leather	1	0.5

***Multiple Responses**

Table 27 shows that respondents (20.6%) expected to construct various stylings of tailored men's clothing ; 9.5% expected to construct various stylings of female wear including bridal wear; 8% expected to make different kinds of bags and hats; 7.5% expected to acquire the skills in free-hand cutting and acquire the knowledge and use of assorted industrial machinery respectively; 6% expected to learn how to make patterns using draping method; 3% expected to learn design

development; 0.5% expected to work in the sampling room, work as supervisors to their mates and learn how to cut using commercial patterns respectively under clothing manufacturing.

Under merchandising 2.5% of the respondents expected to acquire skills in the management of fashion business; under textiles 1.5% of the respondents expected to acquire skills to design and produce fabrics using various techniques. Under beauty culture and leatherwork, respondents (1.5%) each expected to learn make-up application and skills in the design and production of clothing items using leather 1 (0.5%) respectively.

Obviously the respondents' expectations could have been met if they (respondents) were made to prepare achievable students' attachment plans to be taken to industry, and have students' placement choice based on their attachment plans and interests (CBL/T Curriculum, 2008-2009; Biney-Aidoo et al., 2014). In addition, constant discussion of feedback on learning outcomes vis-à-vis students' desired learning goals with school-based and industry-based supervisors during visitations from the school officers could have ensured that the student interns interested were given better attention. The study results is thus consistent with that of Biney-Aidoo et al. (2014) who also revealed that many students' expectations in fashion production as well as fashion design and textiles options were not met by industry. Indeed Oladiran et al. (2012) revealed that students strongly agreed that their inability to perform tasks satisfactorily is among the components of challenges they face during work experience in industry.

The respondents thus proposed that in order to meet their expectations during the S-O IA programme, students' placement be sourced in companies which are first of all willing to accept and teach the interns using a syllabus proposed by the

Technical Universities, and select IA companies capable of covering the school suggested syllabus. Meanwhile others further suggested other specialisations such as accessories making and activities such as the making of mannequins, handling of variety of special fabrics and the making of special outfits, and free-hand cutting be included in the areas of training. By this proposal, the respondents insisted on a formal work experience that is directly related to the major areas of specialisation and career interests of the students (Lauber et al., 2004), leaving no room for incidental learning (Brookfield, 1983). However other respondents maintained that interns should be allowed to follow their own learning objectives which allow students to pursue their own interests and training needs during placements and that stance is supported by the CBL/T Curriculum (2008-2009). The respondents also recommended placements should be done by the TUILOs considering students' areas of specialisation and their capabilities during the S-O internship. Either way however, the students stand to gain skills, knowledge and competencies that they need to show they have been through industrial experience and have as a result their learning reinforced, relatively changed and more experienced (Adjei, 2013). The respondents' proposal is congruent with Karunaratne and Perera (2015) who suggested that a well-structured internship programme will ensure greater opportunities for the interns to gain the much needed working experience in the limited time given to them. Perhaps a blend agreeable with proponents of experiential learning i. e. students should be given a chance to acquire and apply knowledge, skills and feelings in their immediate and relevant setting, and the use of a prescribed syllabus reflecting also students' own learning objectives will accommodate both proposals.

Some respondents similarly suggested that industries where students are placed as interns should have enough well-functioning industrial machines available,

and interns should be given access to use of the sewing machines available in the IA companies. In the face of unreliable power supply in the country resulting in power cuts, one respondent was of the view that industries should have generators to ensure constant supply of power in industry during S-O IA. The respondents called for replacement of IA companies which fail to meet such criteria. This result is consistent with the findings in Oladiran et al. (2012) which revealed that students agreed to not having opportunities to operate modern tools and equipment, and that available equipment, tools and materials were not relevant to students' needs. This situation they agreed leads to disparities between the curriculum contents and the experience students were exposed to during work experience.

A few other respondents (12%) recommended that their efforts should be appreciated by the IA companies and insisted that 'work done should be paid for' in cash or in kind either on a monthly bases or during the period of the attachment. Even though student interns are not expected to be paid by the industry (Ho Polytechnic, 2012), available evidence however showed that students' welfare issues were very critical to whip up the interns' interest to observe the internship programme. This result further supports the finding of Oladiran et al. (2012) in which both students and staff agreed that lack of incentives (monetary) for both staff and their students during work experience was among the components of challenges of industrial work experience for developing workforce among the youth in South-West Nigeria. Even though TUFSs are neither supposed to pose as employees nor to demand the payment of allowances from the supervisors (Ho Polytechnic, 2012), a section of the respondents felt peeved particularly because they had been promised remuneration by the IA companies which was not fulfilled. Again this result is congruent with Biney-Aidoo et al. (2014) who reported three IA companies who approached the department

to request for students, offered to give transport allowances but later failed to fulfil their promise. The companies in a turn-around manner had argued that the student interns had to be taught for about a month or two before they could make a meaningful impact on the companies' productivity and therefore the students should rather pay for the training received. The financial burden the S-O IA programme poses on the TUFSs constitutes a serious threat to their commitment level to the programme and all stakeholders must find a quick solution to it to sustain the students' interest in the programme.

The respondents (9.5%) further asked for transport services not only from their home regions to other regions where they got placement, but also from their residence to the workplace as and when they went to work. Three point five percent (3.5%) of them were concerned about the distance from their place of attachment and their residences vis-a-vis expenditure on means of transportation, and insisted the TUILOs should have found out about the locality of the host organisation so they post students who were near to the place in those workplaces. Consequently, the students suggested they should have been given some free means of transportation to and from the workplace for those who stayed far away during the internship to reduce students' expenses during the period. This result is consistent with the findings of Biney-Aidoo et al. (2014) which revealed that companies which promised such facilities in the past had failed to honour their promises. The responsibility therefore lies on the TUILOs, the students and the IA companies to find a way out of this predicament. Whatever decisions are made would have serious consequences on placement sourcing options and the quality of students' experiential learning experiences going forward.

In line with issues of welfare, the respondents (4.5%) recommended that while the Technical Universities provide students' welfare needs such as accommodation

and transportation, the IA companies should also provide them with their needs such as good drinking water, launch and better working conditions including good toilet facilities and improved sanitary conditions, and suitable workplace chairs. The request from the students are consistent with the findings of Biney-Aidoo et al. (2014) who also revealed that only 5 companies (10%) gave some kind of transport allowance to students as form of motivation. Others reportedly gave petty gifts and lunch once a while despite some students working beyond the normal working hours, as late as 10 pm, on weekends and holidays. The TUILOs may have to look for ways of establishing an industrial training fund to take care of the welfare needs of both students and staff for effective supervision and for the success of the S-O I A programme.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter covers the summary of the main findings and conclusions reached as well as the recommendations made based on the conclusions of the study. Suggestions for further studies are also put forward in this chapter.

5.2 Summary

The main goal of this study was to seek feedback from Technical University HND Fashion Students in identifying challenging issues with the S-O IA programme and to help confirm and document concerns of fashion students about the S-O I A programme in particular. It might support the Technical University in Ghana to objectively administer the S-O I A programme more effectively to improve the work-learning programme in general. The specific objectives of the study were to assess the adequacy of preparations TUFSs in Ghana make prior to the S-O IA programme; identify the interpersonal relationship experiences of the TUFSs during the S-O IA programme; discuss the work experiences of the TUFSs during the S-O IA programme; and evaluate the usefulness of the S-O IA programme to the TUFSs.

The study sought to answer research questions based on the set objectives outlined above by adopting a cross-sectional descriptive survey research design with mixed method approach. The population was made up of all Technical Universities which had run the HND Fashion Design programme for five years or more using either traditional or CBL/T curriculum. All third year Fashion Design students were targeted as they were beneficiaries of the S-O IA programme. Purposive, simple random and convenience sampling techniques were therefore used for sampling 221

out of 357 students from five Public Technical Universities in Ghana. Only 199 of the 221 questionnaires retrieved were however completed by the respondents, and so they were subsequently used for further analyses.

5.2.1 Summary of Main Findings

Personal Information of the Respondents

Most of respondents sampled were from the Accra Technical University (45.7 %). The study had a female majority of 84.9 % and male minority of 15.1%. A high percentage of the respondents (99.4%) fell within a significantly youthful age of 20-24 years and majority (92%) of them had their attachment with private host organisations.

Research Question One

Adequacy of the preparations Technical University Fashion students made prior to the S-O IA programme:

1. Most (53.3%) of the respondents had knowledge about the industry from their lecturers, and 60% of them established contacts with industry through the vacation industrial attachment (VIA) programme carried on earlier in the course of study, only a little under average (39.6%) of the respondents were informed on the benefits of the S-O I A programme during the school-based orientation.
2. Most (60.3%) of the respondents said industry was not located close to their residence. Consequently 16.7% of that 60.3% had to relocate their residence close to industry. Majority (88.8%) of the respondents affirmed that the school based preparations made were necessary. However most of them suggested that seminar on the S-O IA programme and fieldtrips be organised for the students prior to embarking on the programme as part of pre-placements

activities. Besides, the statistics showed that the respondents identified lack of information on placement openings as a challenge.

3. Most (75.6%) respondents reported to their places of attachment in the first week of the attachment period. The schedules of the Technical Universities differed in both timing and duration; overall, respondents from one Technical University started the S-O IA earlier than the remaining and also spent more attachment weeks (26) than the remaining four in the study.
4. Majority (87%) of the respondents were warmly welcomed by industry during the internship programme. Some (59.4%) respondents participated in the orientation programmes organised in industry, implying that 40.6% of the students did not participate in any orientation activity in industry. A high percentage (92%) of respondents who participated in an industrial orientation programme acknowledged that they were informed on the rules and regulations under which to operate in the industry.
5. A little more than half (59.4%) of the respondents were willing to go back to the firm they were attached to for the S-O IA because they received good coaching from industry, while most (84.9% of the 40.6 %) of those who declined to go back to the industry cited lack of motivation as their main reason.

Research Question Two

Interpersonal relationship experiences the Technical University Fashion students acquired during the S-O IA programme:

6. Majority (93%) of respondents agreed that they related very well with management; 95% with their supervisors; 94 % with the workers; and 84% said they could easily approach their superiors in the industry for help.

Meanwhile, 84% of the respondents agreed that the industry staff appreciated their work, and 63.8% acknowledged that the programme afforded them the opportunity to share their problems with industry staff and vice versa (53%).

7. All the respondents (100%) acknowledged that the management team freely interacted with student interns. Many (63.3%) of them accepted that the management team was willing to listen to the problems of student interns; more than half of the respondents (58.3%) acknowledged the management team accepted contributions of student interns; 56.3% said that they were assigned roles for which they reported directly to the management; and 54.8% said that the management team operated an open door policy.
8. Many respondents (73.9%) also concurred that the supervisors were helpful in explaining processes to student interns; were friendly and freely interacted when necessary with student interns (71.4%). Many (59.3%) respondents also admitted that the supervisors accepted contributions of student interns. The respondents (54.3%) further acknowledged that student interns were placed under industry-based supervisors for assignment of roles and responsibilities during the S-O IA. Meanwhile only a little less than half (49.7%) of the respondents accepted the claim that they were taught trade secrets; and only 48.% accepted students interns were placed under industry-based supervisors for weekly assessment during the S-O IA.
9. A high percentage (81.4%) of the respondents admitted that the workers were helpful in explaining processes to student interns, and freely interacted with student interns (77.9%). Most (75.4%) respondents agreed that the workers were friendly with the student interns, and more than half of them (57.3%) also recognised that the workers were open to new ideas from student interns.

Research Question Three

Work experiences the Technical University Fashion students acquired during the S-O IA programme:

10. A significant (97%) number of the respondents acquired work experiences in garment manufacture.
11. A significant (88.9%) number of the respondents agreed that visits made by lecturers to see how students were faring on the programme were necessary and 84% confirmed that workplace supervisors were the right people to assess student interns on the S-O IA programme. Many (77.9%) respondents agreed that the competencies on which students were assessed on the S-O IA programme were appropriate. Meanwhile, 70.9% of the respondents approved of the practice of students finding their own placements as the best approach, and many (67%) of them agreed that the months in which they undertook their internship were appropriate for the S-O IA programme.
12. Majority (71.4%) of respondents from one institution were in favour of their twenty-six (26) weeks duration of the S-O IA programme; 77.3% of the respondents from another institution also agreed with their twelve weeks (3 months) S-O IA duration; and 67.5% of the respondents from a third institution also agreed with their 16 weeks (4 months) S-O IA duration.

    Meanwhile 50% of the respondents from one other institution were divided on the S-O IA duration being implemented in their Fashion department, and those from the fifth institution could not decide as they differed on their current twelve weeks (3 months) duration of the S-O IA community-based 'once-a-working-week' for eight (8) weeks duration S-O IA programme, with more

than one-third of them (38.1%) not sure about the duration of the S-O IA programme.

13. A significant majority (88.9%) of the respondents agreed that the S-O IA programme created opportunities for them to transfer knowledge gained in the lecture hall to real world of work; helped them to solve industrial problems; created opportunities for them to transfer knowledge gained in the lecture hall to real world of work; and helped provide more opportunity for them to understand many things learnt in abstract in fashion Design at the Technical University respectively. Many (75%) of the respondents equally agreed that industry provided teaching/learning materials for their training during the S-O IA.
14. Majority (83.9%) of the respondents agreed that the S-O IA provided more opportunity for them to know of the contribution of industry to human capital resource development. Eighty-seven point nine percent (87.9%) of the respondents acknowledged that industry prepared TUFSs to be absorbed into workforce related industries. While many (75.4%) of them also admitted that industry developed TUFSs' problem solving skills, many others (72.9%) equally recognised that industry developed TUFSs' job-related skills. Seventy point four percent (70.4%) accepted that industry developed TUFSs' communication skills, and several (68.8%) of them also recognised that industry created avenues for job creation. Many (67.3%) of the respondents agreed that industry provided TUFSs training in the latest industrial machines and technology through the S-O IA programme , but only a few (38.7 %) accepted the claim that the training was at no cost.

15. A little less than average (49%) of the respondents admitted that the workers allowed student interns free access to use machines. Similarly less than average (48.2%) of the respondents also accepted that the workers taught student interns trade secrets, and even less (38.7%) others said the workers accepted contributions of student interns. Few (35.2%) respondents also acknowledged they were placed under industry-based workers for day-to-day direction during the S-O IA programme.
16. Most (67.8%) of the respondents claimed student interns had access to machines, a little more than a quarter (28.6%) of the respondents maintained that student interns did not have free access to machines and equipment to work with. Most (66.3%) of the respondents had disagreed that they spent a lot of time in finding placement for the S-O IA, however few others (30.1%) agreed that they spent a lot of time in finding placement for the programme. While most (68.3%) of the respondents stated that industries were open about their trade secrets during the attachment programme, few others (27.6%) disagreed. Even though more (59.3%) of the respondents agreed that supervision from workplace supervisors was effective, few other students (22.1%) maintained that supervision from workplace supervisors was not effective.

Research Question Four

The usefulness of the semester-out industrial attachment programme to the Technical University Fashion students:

17. The study established that only the respondents (18.6%) from one of the Technical University were tasked to perform practical post-attachment projects. The respondents used garment manufacture-related skills and

knowledge in the product design, pattern development, sewing and styling of the project assignment. They also used finishing and presentation skills from merchandising as additional skills for the project assignment.

18. Few (11.6%) of the respondents used new skills they acquired such as free-hand cutting method and draping in generating patterns. Beyond that, most of the respondents could not adequately tell which of the skills and knowledge acquired were to be used for design, development and production of their final project work/ collection for the fashion show at the end of the final year.
19. Some of the respondents acknowledged that the skills acquired could be used in fabrics design and production; embroidery designing and bead making; and designing and sewing of bridal gowns. The respondents further indicated that the knowledge of the use of machinery acquired could be used in the area of fashion design, development and production; the skills acquired in merchandising could be used in managing customer relations; the skills acquired in beauty culture could be used in bridal make up; and the skills learned in leatherwork could be used in footwear production.
20. Forty-six point two (46.2%) of the respondents indicated all the skills learnt were useful. They also indicated they learnt skills other than those immediately useful to them in their project work. Many (30.1%) of the respondents preferred IA companies which produced costumes reckoning that learning to make whole garments or clothing for clients would have exposed them to learn variety of skills. A high percentage (63.6%) of the respondents' expectations in garment manufacture from industry was not met; a few (3%) of the respondents said that they were taught all that they wanted to learn (3%).

21. Consequently, 26.1% to 2.5% of the respondents made varied suggestions to improve the S-O IA programme in relation to preparation, interpersonal and work-related experiences and the usefulness of the S-O IA programme to the TUFSs.

5.3 Conclusions

Generally, the feedback on the study showed varied levels of dissatisfaction about the preparations the respondents went through prior to embarking on the S-O IA programme as most (7 out of 11) of the key issues raised scored less than 61%. Thus the preparations Technical University Fashion students made prior to the semester-out industrial attachment programme were inadequate.

The study however established that the interpersonal relationship experiences the respondents acquired during the semester-out industrial attachment programme were significantly favourable albeit with some challenges.

With regards to the work experiences the respondents acquired during semester-out industrial attachment programme, the study established that the skills acquired were skewed towards garment manufacture to the detriment of the other specialised areas included in the study. The study further established that many respondents had challenges with many organisational issues of the S-O IA programme.

Finally, regarding the usefulness of the S-O IA programme to the respondents, the study established that they learned skills which were useful in their career in the immediate and foreseeable future. However many respondents' expectations in fashion production as well as fashion design and textiles options were not met by

industry, meanwhile morale was low among some of the TUFSs due to lack of incentives.

5.4 Recommendations

The study identified some insufficiencies and challenges of the Technical Universities' HND Fashion Design S-O IA programme. The following measures were therefore recommended to help address the challenging issues raised in order to improve upon the programme:

1. Since the study pointed to inadequacies in the preparations the Technical University Fashion students went through prior to the S-O I programme, it was recommended that the Technical Universities work together and adopt worthwhile common strategies to ensure adequate school-based preparations. For instance, the TUILOs could adopt the school-based preparation protocols and processes prescribed in the CBL/T Fashion Design Curriculum (2008-2009) with some modifications such as the use of more effective e-methods of application to IA companies by students. Students should also be involved in decision making particularly concerning placement choices so as to roll out a mutually beneficial S-OIA programme.

1. Since the Technical Universities Fashion students had some challenges with some interpersonal relationship issues, it was recommended that the TUILOs establish a yearly pre and post S-O IA stakeholders' seminar to discuss students' concerns before and after the S-O IA programme. It was further suggested that such meetings should involve the prospective student interns and supervisors from both the school and industry in order to create an avenue for discourse among all the stakeholders in the S-O IA programme. That may

go a long way to ensure that the implementation of the programme foster healthy relationships between the UTFSs and the various industry players (management, supervisors and workers).

2. Since the study established that the skills acquired by the TUFSs were skewed towards only one area of specialisation to the detriment of the other areas included in the study, it was recommended that the TUILOs and by extension the Technical Universities should demonstrate their commitment to the programme by collaborating with diverse companies regarding the other areas of specialisation for future placement openings for student interns on S-O IA. It was further recommended that Government create the enabling environment for Technical Vocational Education and Training (TVET) to play its role effectively in the development drive by giving tax incentives such as tax holidays and waiver of duties on clothing manufacturing machinery imported by industry as motivation for the support of the S-O IA programme. Similarly, it was suggested that the immediate on-the-job supervisors should also be given more authority and responsibility for the student interns' education during the attachment. To make this viable, the Technical Universities should provide these supervisors with the appropriate resources for managing the student industrial experience. In addition, it was suggested that these supervisors should be trained through specific pre-attachment seminars, the cost of which should be subsidised by the Government of Ghana through COTVET.

4. Since the study established that many respondents' expectations in fashion production as well as fashion design and textiles options were not met by industry, it was recommended that the Government of Ghana (GOG) and

Technical Universities must commit more resources to the S-O IA activity by retooling the fashion laboratories for students' for more effective skill acquisition. Since the study established that TUFSs' on the S-O IA programme had low morale, the Government of Ghana (GoG) through the Ministry of Education and all the Technical Universities in Ghana must hold stakeholders' meetings to think through long term strategies to solve student interns' welfare challenges such as accommodation, transportation, payment of interns' allowances and feeding needs during the programme. In the meantime, the Technical Universities could begin solving the problem by harmonising their academic activities regarding internships such as having joint MoUs with industry in accepting students for S-O IA programme, allowing all TUFSs on internship hostel accommodation on their sister Technical University campuses in the regional capitals and the use of the host Technical institution's transport services at the expense of their TUILOs. Long term solutions may include the establishment of an Industrial Training Fund (ITF) to take care of the welfare needs of both students and staff, and for effective implementation of the S-O I A programme. Further, Technical Universities and IA companies should develop S-O IA curriculum reflecting students' own learning objectives.

5.5 Suggestions for Further Research

The following suggestions are made for further research:

1. Replication of this study in the remaining three Technical Universities running the FDT programme.

2. Replication of this study for the other stakeholders (TUILOs and IA companies) involved in the Semester-Out Industrial Attachment Programme of the Technical Universities running the FDT programme.
3. A Tracer Study to identify past graduates of the HND Fashion Students who own well established fashion businesses and are willing to accept TUFSs on S-O IA programme.

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APPENDIX A

ETHICAL CLEARANCE

UNIVERSITY OF EDUCATION WINNEBA
FACULTY OF SCIENCE EDUCATION
DEPARTMENT OF HOME ECONOMICS EDUCATION
P. O. Box 25, Winneba, Ghana. Tel. (0432) 21177
E-mail: homeecons@uew.edu.gh

OUR REF: HEC/L.3/VOL.2/135

May 6, 2016

Dear Sir/Madam,

TO WHOM IT MAY CONCERN
MS. SUSSIE AKU DAMALIE (8150100002)

We write to introduce, Ms. Sussie Aku Damalie an M.phil student of the Department of Home Economics Education, University of Education, Winneba, who is conducting a research titled: **"SEMESTER-OUT INDUSTRIAL ATTACHMENT PROGRAMME: FEEDBACK FROM POLYTECHNIC FASHION STUDENTS IN GHANA".**

We would be very grateful if you could give her the assistance required.

Thank you.

Yours faithfully,

MS. COMFORT KUTUM MADAH
AG. HEAD OF DEPARTMENT

Department of Fashion Design and Textiles,
Accra Technical University,
Accra.

14th Dec, 2016

Ms. Suzzie Aku Damalie,
University of Education,
Faculty of Science Education,
Department of Home Economics Education,
Winneba.

Dear Madam,

LETTER OF ACCEPTANCE

We write to acknowledge receipt of your letter referenced: HEC/L3/VOL.2/135 and wish to state that we have accepted your request to conduct your research titled Semester-Out Industrial Attachment Programme Feedback from Polytechnic Fashion Students in Ghana.

All necessary assistance would be accorded you duly.

Thank you.

EMMA DONKOR (MRS)

cc: File

ACCRA TECHNICAL UNIVERSITY
SIGN.....
HEAD OF DEPARTMENT
FASHION DESIGN & TEXTILES

HO TECHNICAL UNIVERSITY

FACULTY OF ART AND DESIGN

Department of Fashion Design & Textiles

REF: HTU/FDT/L.15/Vol.2/0024

DATE: 19th December, 2016

Dear Sir / Madam,

RE: TO WHOM IT MAY CONCERN
MS. SUZZIE AKU DAMALIE (8150100002)

This is to inform your good office that, the necessary assistance required to assist Ms. Suzzie Aku Damalie to undertake this research exercise, will be given her on arrival.

Thanks you.

Yours faithfully,

Elizabeth Obinnim
(Head, Fashion Design & Textiles Department)

CAPE COAST TECHNICAL UNIVERSITY
SCHOOL OF APPLIED SCIENCES & ARTS
[DEPARTMENT OF FASHION DESIGN & TEXTILES STUDIES]

P.O.BOX AD50
CAPE COAST

January 12, 2017

Ms. Sussie Aku Damalie

University of Education

Fulculty of Science Education

Department of Home Economics Education

Winneba.

Dear Ms. Damalie,

PERMISSION TO UNDERTAKE RESEARCH WORK

I am writing to inform you that permission have been granted for you to administer your questionnaire to the Third year Higher National Diploma(H.N.D) in Fashion Design and Textiles studies of Cape Coast Technical University for your research work.

Thank you.

Yours Sincerely,

Padmore K. Ahialey

(Head, Fashion Department)

TAKORADI TECHNICAL UNIVERSITY
FASHION DEPARTMENT

13th January, 2017

The HOD
University of Education
Department of Home Economics
Winneba

Dear Madam,

LETTER OF ACCEPTANCE

We write to acknowledge receipt of your letter with ref. HEC/L.3/VOL.2/135 and wish to state that we have accepted Ms. Suzzie Aku Damalie to conduct her research titled 'SEMESTER-OUT INDUSTRIAL ATTACHMENT PROGRAMME: FEEDBACK FROM POLYTECHNIC FASHION STUDENTS IN GHANA'.

All the necessary assistance would be accorded to her duely.

Thank you

Yours faithfully,

KENNETH BRIGHT BOATENG
HEAD OF DEPARTMENT

H.O.D., Fashion Design & Tech.
Takoradi Technical University
Takoradi

KUMASI TECHNICAL UNIVERSITY
DEPARTMENT OF FASHION DESIGN AND TEXTILES STUDIES

TO WHOM IT MAY CONCERN

18TH January, 2017

LETTER OF ACCEPTANCE

We write to acknowledge receipt of your letter with reference HEC/13/Vol. 2/135 and wish to state that we have accepted Ms. Suzzie Aku Damalie (8150100002) to conduct her research titled "SEMESTER-OUT INDUSTRIAL ATTACHMENT PROGRAMME: FEEDBACK FROM POLYTECHNIC FASHION STUDENTS IN GHANA".

All the necessary assistance would be accorded to her duely.

Thank you.

Yours faithfully,

DR. TIMOTHY CRENTSIL
FOR HOD, FAHSION & TEXTILES

THE HEAD
DEPT. OF FASHION & TEXTILES STUDIES
KUMASI TECHNICAL UNIVERSITY

APPENDIX B

QUESTIONNAIRE

LETTER OF CONSENT

Dear Respondent,

This survey study is designed to seek feedback from Technical University Fashion Students in Ghana on the semester-out industrial attachment programme. The main goal of this study is to continually identify measures of improving students' skill acquisition where necessary, through an effective industrial attachment programme for Technical University Fashion Students in Ghana.

This is study for academic purposes. I, therefore solicit your cooperation and consent to participate in this study. The confidentiality of your responses is guaranteed. After filling the questionnaire, kindly submit it to me. All enquiries about this research should be directed to:

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SEMESTER-OUT INDUSTRIAL ATTACHMENT PROGRAMME: FEEDBACK FROM TECHNICAL UNIVERSITY FASHION STUDENTS IN GHANA

PART 1

PERSONAL DATA

Listed in this section are four items on biographical and placement information respectively. For each item, kindly tick (√) in the appropriate box as applicable to you.

1. Gender?
   [ ] Male [ ] Female

2. Age?
   [ ] 15 – 19
   [ ] 20 -24
   [ ] 25 and Above

3. Name of Technical University
   [ ] Accra Technical University
   [ ] Cape Coast Technical University
   [ ] Ho Technical University
   [ ] Kumasi Technical University
   [ ] Takoradi Technical University
   Other *(Please specify)* ……...

4. Place of Attachment
   [ ] Private Organisation
   [ ] Public Organisation
   [ ] NGO/Others

PART 2

RESEARCH QUESTION **1**: ARE THE PREPARATIONS TECHNICAL UNIVERSITY FASHION STUDENTS IN GHANA MAKE PRIOR TO THE SEMESTER-OUT INDUSTRIAL ATTACHMENT PROGRAMME ADEQUATE?

This section seeks to find out the extent of preparations you were taken through prior to the semester-out industrial attachment programme. Please, tick (√) the appropriate cell that most adequately reflects your view in relation to the given statements below.

5. How did you know about the industry you were attached to?
   [ ] Self
   [ ] Colleague
   [ ] Family
   [ ] Friend
   [ ] Lecturer
   [ ] Liaison Office
   Other *(Please specify)* ……

6. How did you establish contact with the industry prior to the semester-out industrial attachment programme?
   (*Please tick (√) as many as are applicable in the given statements below.*)

   [ ] Through the vacation industrial attachment
   [ ] Through Fieldtrips
   [ ] Representative was introduced in school as guest lecturer/ chair of a programme
   [ ] Through media
   Other *(Please specify)* ……

7. Did you send a letter of introduction to your host industry?
   [ ] Yes [ ] No

8. Did you participate in orientation before embarking on the semester-out attachment programme?
   [ ] Yes [ ] No

   If Yes, list 3 ways in which you benefitted in the semester-out attachment programme orientation.
   …… ……...……

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If No, explain why you did **not** participate in the semester-out attachment programme orientation?

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9. Was the industry located close to your residence?
   [ ] Yes [ ] No

   If No, did you relocate your residence close to the industry?
   [ ] Yes [ ] No

10. Were your school-based preparations made necessary?

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11. Which other school-based preparations would have been helpful?

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12. What challenges did you encounter in your school-based preparations for the semester-out attachment programme?

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PART 3

RESEARCH QUESTION 2: WHAT INTERPERSONAL RELATIONSHIP EXPERIENCES DO THE TECHNICAL UNIVERSITY FASHION STUDENTS ACQUIRE DURING THE SEMESTER-OUT INDUSTRIAL ATTACHMENT PROGRAMME?

This section (i) seeks to find out the interpersonal relationship experiences you acquired and the reception you received from industry. Please, tick (√) in the appropriate cell in questions below.

13. When did you report to the industry you were attached to for the semester-out industrial attachment programme?
    [ ] First week of the attachment period
    [ ] Second week of the attachment period
    [ ] Third week of the attachment period
    [ ] Fourth week of the attachment period
    [ ] After the fourth week of the attachment period

14. In which month did you start the semester-out industrial attachment programme?
    (Give the Date, eg. May, 2016) ……

15. In which month did you end the semester-out industrial attachment programme?
    (Give the Date, eg. October, 2016)……..

16. How were you received on your first day of arrival by the industry you were attached to for the semester-out industrial attachment programme?
    [ ] Warmly welcomed
    [ ] Hostile reception
    [ ] Cold reception

17. Which of the under listed orientation activities were you taken through in the industry before starting the semester-out industrial attachment programme?
    [ ] Organizational structure and communication chain of command
    [ ] Introduction of staff
    [ ] Rules and regulations of the workplace
    [ ] Familiarization tour of facilities
    [ ] Introduction of student interns to industrial staff
    [ ] Expectation of industry from student interns
    [ ] General Roles and responsibilities of student interns
    Other *(Please specify)* ……

18. Would you go back to the firm you were attached to for the semester-out industrial attachment?
    [ ] Yes [ ] No

(Please give your explanation to your answer)

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This section (ii) seeks to find out the extent to which you agree with the statements below regarding the interpersonal relationship experiences you acquired and the reception you received from industry. Please indicate your level of agreement or disagreement.

(5) Strongly Agree (4) Agree (3) Not Sure (2) Disagree (1) Strongly Disagree

Element of student interns' interpersonal relationship experiences	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
19. I related very well with management.					
20. I related very well with my supervisors in the industry.					
21. I related very well with the workers in the industry.					
22. I could easily approach my superiors in the industry for help.					
23. The industry staff appreciated my work.					
24. The programme afforded me the opportunity to share my problems with industry staff.					
25. The programme provided the industry staff opportunity to share their problems with me.					

PART 4

RESEARCH QUESTIONS 3: WHAT WORK EXPERIENCES DO THE TECHNICAL UNIVERSITY FASHION STUDENTS ACQUIRE DURING SEMESTER-OUT INDUSTRIAL ATTACHMENT PROGRAMME?

This section (i) seeks to find out the types of work experiences (knowledge & skills) you acquired during the semester-out attachment programme.

26. Which area(s) did you go to for your attachment experience?
(NB. Please tick as many options as applicable)

[ ] Garment Manufacture
[ ] Leatherwork
[ ] Beauty culture
[ ] Textiles
[ ] Merchandising

*NB. Please answer **only** sections related to the area(s) you picked in **Question 26** above.*

A. a) Mention the new skills which you have acquired in **Garment Manufacture** in relation to:
i. Designing ……
ii. Pattern Development ……..
iii. Production……
iv. Styling ……..

b) Mention the new skills which you have acquired in **Leatherwork** in relation to:
i. Designing……
ii. Pattern Development……..
iii. Production/Sewing……
iv. Styling .....……

c) Mention the new skills which you have acquired in **Beauty culture** in relation to:
i. Hair dressing……
ii. Cosmetology……...
iii. Make up application……..
iv. Styling ……..

d) Mention the new skills which you have acquired in **Textiles** in relation to:
i. Design……...……
ii. Production……..……..
iv. Packaging ……...
v. Sales/Customer Service……

e) Mention the new skills which you have acquired in **Merchandising** in relation to:
i. Packaging ……
ii. Promotional and Sales activities……
iii. Visual Merchandising…….....

iv. Customer Service ……
v. Other *(Please specify)* …….

*NB. Please answer **only** sections related to the area(s) you picked in **Question 26** above.*

B.a) Mention the old skills which you have sharpened in **Garment Manufacture** in relation to:
i. Design……
ii. Pattern Development…….....
iii. Production……
iv. Styling..……
v. Customer Service……

b) Mention the old skills which you have sharpened in **Leatherwork** in relation to:
i. Design……..……
ii. Pattern Development…….……
iii. Production/Sewing……..……...
iv. Styling ……..……

c) Mention the old skills which you have sharpened in **Beauty Culture** in relation to:
i. Hair dressing……
ii. Cosmetology……...
iii. Make up application……..
iv. Styling ……...
v. Other *(Please specify)* ……

d) Mention the old skills which you have sharpened in **Textiles** in relation to:
i. Design……
ii. Production……
iv. Packaging ……
v. Sales/Customer Service…….

e) Mention the old skills which you have sharpened in **Merchandising** in relation to:
i. Packaging ……
ii. Promotional and Sales activities…….……
iii. Visual Merchandising……...……..…..
iv. Customer Service ……..……
v. Other *(Please specify)* ……...…….

This section (ii) seeks to find out your views on some organisational issues regarding the programme. Please, tick (√) in the appropriate cell that most adequately reflects the extent to which you agree and/or disagree with the statements on Organisational Issues:

(5) Strongly Agree (4) Agree (3) Not Sure (2) Disagree (1) Strongly Disagree.

Organisational Issues	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
27. Workplace supervisors are the right people to assess students on the semester-out industrial attachment programme.					
28. The competencies on which students are assessed on the semester-out programme are appropriate.					
29. The practice of students finding their own placements is the best approach.					
30. Visits made by lecturers to see how I was faring on the programme are necessary.					
31. The months chosen are appropriate for the semester-out industrial attachment programme.					
32. The number of weeks in duration for the attachment programme was adequate.					
33. Industry provided teaching/learning materials for my training during the semester-out industrial attachment.					

PART 5

RESEARCH QUESTION 4: HOW USEFUL IS THE SEMESTER-OUT INDUSTRIAL ATTACHMENT PROGRAMME TO THE TECHNICAL UNIVERSITY FASHION STUDENTS?

This section (i) seeks to find out the extent you perceive the semester-out industrial attachment programme as useful to you. Please, tick (√) in the appropriate cell that most adequately reflects the extent to which you agree and/or disagree with the statement of Usefulness and Importance: (5) Strongly Agree (4) Agree (3) Not Sure (2) Disagree (1) Strongly Disagree

Usefulness of Semester-out Industrial Attachment	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
34. The semester-out industrial attachment programme created opportunities for me to transfer knowledge gained in the lecture hall to real world of work.					
35. The semester-out industrial attachment programme helped me to solve real industrial problems.					
36. The semester-out industrial attachment provided more opportunity for me to understand many things learnt in abstract in fashion Design at the Technical University.					
37. The semester-out industrial attachment provided more opportunity for me to know of the contribution of industry to national development.					

38. List the contributions the industry you were attached to makes to national development.
(NB. Please you can tick (√) more than one option)

[ ] Industry helps develop Technical University fashion students' job-related skills

[ ] Industry helps develop Technical University fashion students' problem-solving skills.

[ ] Industry helps develop Technical University fashion students' communication skills.

[ ] Industry provides Technical University fashion students training in the latest industrial machines and technology.

[ ] Industry creates avenues for job creation.

[ ] Industry helps prepare Technical University fashion students to be absorbed into workforce related industries.

[ ] Industry contributes by training the future workforce of the nation's fashion industry at no cost to the Technical University.

Other (*Please specify)*……

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39. Please explain how the semester-out industrial attachment programme helped you foster healthy close relationships with management at the work place?
(NB. Please you can tick (√) *as many options as applicable)*

[ ] Student interns were assigned roles for which they reported directly to the management.

[ ] The management team operated an open door policy.

[ ] The management team freely interacted with student interns.

[ ] The management team was ready to share their trade secrets with student interns.

[ ] The management team was willing to listen to the problems of student interns.

[ ] The management team accepted contributions of student interns.

Other (*Please specify)* ……

……..

40. Please explain how the semester-out industrial attachment programme helped you foster healthy close relationships with supervisors at the work place?
(NB. Please you can tick (√) *as many options are applicable)*

[ ] Student interns were placed under industry-based supervisors for assignment of roles and responsibilities during the semester-out industrial attachment.

[ ] Student interns were placed under industry-based supervisors for weekly assessment during the semester-out industrial attachment.

[ ] The supervisors were friendly and freely interacted when necessary with student interns.

[ ] The supervisors were helpful in explaining processes to student interns.

[ ] The supervisors taught student interns trade secrets.

[ ] The supervisors accepted contributions of student interns.

Other (*Please specify)* ……

…….

41. Please explain how the semester-out industrial attachment programme helped you foster healthy close relationships with workers at the work place?

[ ] Student interns were placed under industry-based workers for day-to-day direction during the semester-out industrial attachment.

[ ] The workers were open to new ideas from student interns.

[ ] The workers were friendly with student interns.

[ ] The workers freely interacted with student interns.

[ ] The workers were helpful in explaining processes to student interns.

[ ] The workers taught student interns trade secrets.

[ ] The workers accepted contributions of student interns.

[ ] The workers allowed student interns free access to use machines.

Other (*Please specify)* ……

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This section (ii) seeks to find out your opinions regarding the challenges you faced as an intern on the programme. Please, put a check (√) in the appropriate cell that most adequately reflects the extent to which you agree or disagree with the statements on Challenges militating against the programme.
(1) Strongly agree (2) Agree (3) Not Sure (4) Disagree (5) Strongly Disagree

Challenges militating against the programme	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
42. I did **not** have free access to machines and equipment to work with.					
43. Firms/industries were **not** open about their trade secrets during the attachment programme.					
44. I spent a lot of time in finding placement for the semester-out industrial attachment.					
45. Supervision from workplace supervisors was **not** effective.					

46. Indicate how you used the skills you have mentioned in the project you were assigned after the programme in relation to?

i. Product Design……..
……
ii. Pattern Development……...
……

iii. Production/Sewing…….
……
iv. Styling……..
……
v. Finishing……....
……
vi. Presentation ……
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47. Which of the skills obtained from the industry were useful to you in the design and production of your project work?

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48. What other things can you use the skills you find useful to do in your area of specialization?

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49. Which of the skills learnt are **not** useful in your area of specialization?

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50. What do you think you should have learnt, but you did **not**?

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51. State any **four (4)** changes you would like to see introduced into the semester-out industrial attachment programme.

i. ……

ii. ……..

iii. ……..

iv. ……..

Thank you